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Ottawa slashes EPF transfers — abolishes Economic Council, stabilizes research funds, merges SSHRCC

By Donald C. Savage
Executive Director, CAUT

The Hon. Don Mazankowski's first budget featured huge cuts in the transfer payments for post-secondary education. He continued the approach of Michael Wilson who as finance minister had set in motion a five-year plan to drastically cut the cash transfers to the provinces for post-secondary education.

The different changes made by the Conservatives to the transfer payments for PSE since 1986 will amount to a loss of \$1.6 billion for 1992-93. To date the cumulative loss (up to 1992-93) in transfers will be \$4.8 billion. The Finance Minister did not announce these cuts in his speech but preferred to bury them in the budget papers. Many in the national media failed to notice. This matter is addressed more fully in the article in this edition of the *CAUT Bulletin* by Robert Léger.

Nor did the Minister repeat the promise of last year's budget for a wide-ranging consultation with the interested parties on the shared cost programs, no doubt for the very good reason that no such wide-ranging consultation has, in fact, ever taken place with the higher education community. As a result CAUT has pressed hard, and with some success, to get the Established Programs Financing (EPF) programs on the constitutional agenda. For further details see the column "From the Hill."

The Finance Minister also announced an average increase of 4 per cent for the granting councils. These are slightly more than the current inflation rate. Subsequently the minister for Science announced that the budgets of the three granting councils will increase by four per cent a year for the next four years. He also

stated that the funds for the matching grants which would otherwise have expired will be rolled into the councils' budgets. However, the increases in no way offset the cut in the EPF payments which are supposed to be used to pay for the infrastructure of universities, their laboratories and their libraries. Nor do they meet the targets of the Lortie and Sparrow reports which called for the doubling of the base funds followed by indexation.

Bowing to the pressure of the Reform Party, Mr. Mazankowski also axed a series of independent research institutes and agencies. None of this was done with any consultation with the university and research communities. From the point of view of the university community, the most significant are the Science Council, the Law Reform Commission, and the Economic Council, all of which had important links with the universities in terms of research and some of which had student fellowship programs.

The government says that the universities can do this research but has provided no money for them to do it. This question is addressed more fully in the article on research by Tim Stuit.

The decision with the most immediate impact is the proposed merger of the Social Sciences and Humanities Research Council (SSHRC) with the Canada Council. There was no consultation with the humanists or social scientists about this. There was no rationale explaining how this would enhance the research agenda of the country. It appears that Mr. Mazankowski did not even bother to consult the ministers responsible in any meaningful way.

All this was in marked contrast to the extensive discussion in the 1970s by the

Liberal government when the SSHRCC was created. As a consequence CAUT has called for an inquiry by the Standing Committee of the House of Commons on Industry, Science and Technology, Regional and Northern Development.

The government has also abolished the Court Challenges Program and CAUT is opposed to this move. *The Ottawa Citizen* reported that former Supreme Court Justice Bertha Wilson had written to the

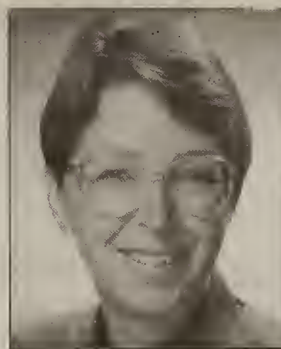
continued on page 13



Janet Halliwell
Science Council



Bertha Wilson
former Supreme Court Justice



Judith Maxwell
Economic Council



The Hon. Don Mazankowski
Finance Minister



Paule Leduc
SSHRC



Gilles Letourneau
Law Reform Commission

Un budget qui s'en prend aux universités

par Donald C. Savage
directeur général, ACPU

Le premier budget de l'honorable Don Mazankowski prévoit des coupes sombres dans les paiements de transfert au titre de l'enseignement postsecondaire. Il s'inscrit dans la même foulée que Michael Wilson, qui, en tant que ministre des Finances, avait mis au point un plan quinquennal visant à réduire de manière draconienne les transferts en espèces aux provinces pour l'enseignement postsecondaire.

Les différentes modifications que les Conservateurs ont apportées depuis 1986 aux paiements de transfert affectés à l'enseignement postsecondaire représenteront pour l'exercice 1992-1993 un manque à gagner de 1,6 milliards de dollars. À ce jour et jusqu'en 1992-1993, la perte cumulative s'élèvera à 4,8 milliards de dollars. Le ministre des Finances n'a pas annoncé ces réductions dans son discours du budget. Il a préféré les dissimuler dans les documents budgétaires. Peu de journalistes des médias nationaux l'ont remarqué. Nous nous étendons davantage

sur la question dans l'article de Robert Léger reproduit en ces pages.

En outre, le ministre n'a pas réitéré la promesse que son prédécesseur avait faite dans le budget de l'année dernière au sujet d'une large consultation avec les parties intéressées sur les programmes à frais partagés. Il n'y a rien de surprenant à cela puisque la vaste consultation promise n'a jamais eu lieu. L'ACPU a donc exercé de fortes pressions, non sans un certain succès d'ailleurs, afin d'insérer au menu constitutionnel la question des programmes relevant du Financement des programmes établis (FPE). Lire la chronique «De la Colline parlementaire» pour en savoir davantage.

Le ministre des Finances a en outre annoncé une hausse moyenne de 4 p. 100 à l'intention des conseils subventionnaires, légèrement supérieure au taux d'inflation. Toutefois, la hausse budgétaire ne compense d'aucune façon les réductions imposées aux paiements de transfert qui sont censés servir à assumer les coûts de

suite à la page 13

**The Status of Women/Le statut de la femme
Special Report / Rapport spécial - Page 15**

Maclean's counters criticism

In your December issue, you published a letter from Carleton University philosophy professor Randal Marlin that contains some seriously misleading comments as well as the baldly false statement that we, at Maclean's, "suppressed the truth" in our special October 21, 1991 issue which assessed the arts and science programs at Canadian universities.

Professor Marlin claims that various authorities whom we consulted in the field of higher education told him that "they advised against using the criteria which Maclean's chose, and the criteria they suggested were ignored." While it is true that some of these people advised against using some of the criteria, all the criteria that were ultimately used were modified as a result of these consultations. But more importantly, we can document criteria that we used which were suggested to us by these people; criteria we had not previously thought of ourselves.

He also claims that we were warned about ambiguities in the proposed survey, and ignored these warnings. The facts are as follows. Various people were asked to comment on what was clearly identified as a "preliminary" questionnaire accordingly. This was done. Therefore, to say that we were "warned" about problems is totally misleading and unfair. We asked for those so-called warnings and acted upon them.

Among some other wild assertions, Professor Marlin also asks rhetorically, "How sound is a study that measures what comes into the university, but not the quality of what goes out?" On this we can agree. Perhaps, he can help us in urging his and other universities to keep meaningful data on such output.

Michael Benedict
Assistant Managing Editor
Maclean's Magazine

New lobby approach endorsed

I would like to heartily endorse Marvin Glass' recent letter "Lobbying approach questioned" (CAUT Bulletin, Jan. '92). It would be a pleasure to see a blitzkrieg of short CAUT spots on television in support of increased educational funding, or at least showing graphic results of underfunding, (ex. students sitting on the floor in classrooms and halls, cut hours of services, etc.)

Politicians seem to conveniently forget many of their campaign promises once elected (witness the past year of NDP rule in Ontario vis-a-vis higher education). Our only hope is to mobilize on a large scale grassroots support for our product. Where would most politicians be without their university degrees?

We have to, as an association, become far more 'streetsmart'. Most taxpayers do not read the CAUT

Bulletin, Chronicle of Higher Education, and other educational journals. We must take our message to the popular media. Give up on the politicians — they've certainly given up on us.

Dallas McLean-Lowe
Reference Librarians
University of Toronto

Universities 'bloated bureaucracies'?

Every issue of the CAUT Bulletin is devoted to pressuring the government for more money. The impression is given that the universities are so starved for money that disaster is imminent.

It seems strange that CAUT which should be the spokesman of the university teachers has taken upon itself the task of representing the university administration in this debate. From my observations as a professor and taxpayer I was never convinced that the universities are starved for money.

Before CAUT goes lobbying various government bodies in my name you should also lobby the university administrations to reveal how the money is being spent.

I don't know of any professor who has ever seen the university budget let alone have a meaningful input into how it is arrived at. There is no Auditor General that looks into university spending and a gullible public assumes that the universities are starved to death. There has never been a public study to see how the money is spent or how we can save some. The word efficiency has never entered the university vocabulary.

The enormous bloated bureaucracies and empires that have been built at public expense will eventually bankrupt the country. Far from being short of money there is plenty of evidence to show that we are the victims of incredibly poor and inefficient administrations.

Although every institution has undergone considerable change and self evaluation in the last few years the universities refuse to change, have stamped out any meaningful discussion and become more secrete. The one answer to every problem is more money.

The purpose of CAUT is to protect the interest of the university teachers not to legitimize the senseless bureaucratic waste having nothing to do with education.

Carl Goldman
Associate Professor
Concordia University

(Ed. Note: CAUT favours open governance of universities and has recently made representations in this sense to the NDP government in Ontario. Some universities are more open than others. Regrettably Concordia seems to prefer secrecy.)

Conclusions termed 'politically correct'

How fascinating to learn about the attitudes of undergraduates and their instructor's interpretation of them! In the February issue of the Bulletin Professor Stewart Page (Psychology, U/Windsor) told us that "in two undergraduate classes ... (he) asked the students to indicate who (sic) they supported," Clarence Thomas or Anita Hill. Most students, women as well as men, supported Thomas.

Having provided quantitative as well as qualitative results of the class exercise which pointed to an overwhelming student support of Judge Thomas, Professor Page tried to explain the students' judgement away:

"(The women's) comments showed little appreciation that Thomas's behaviour represented sexual harassment, and that this might bear on his right to serve on the Supreme Court..."

The conceptualization of sexual harassment on the part of these students appeared tentative and ill-formed... They seemed to have reflected little on how they might have responded in the same situation."

Professor Page also told us that "polls taken by major television networks shortly after the (Senate) vote showed that a majority... favoured confirmation of Thomas, and that women generally supported him."

Now Professor Page has a problem: If the students who "are 'young' and thus in some ways naive," agree with their elders who are presumably less naive, how is that agreement to be explained? He does it by being 'politically correct': "...they seemed to be saying that, compared to events happening to a woman, events happening to a man may well be more significant, and thus perhaps more deserving of understanding." Hm!

This old academic wants to thank Professor Page for lifting his spirits: after the terrible sixties with their mindless attacks on the higher learning, with co-opted faculty and spineless administrators, I had given up hope. But Professor Page's students suggest that there may yet

be an atavistic return to a mentality of decent good sense in lieu of the indecent enforcement of 'politically correct' dogmas.

H. David Kirk
Professor of Sociology (retired)
University of Waterloo

In his letter in the February, 1992 Bulletin concerning the Thomas/Hill affair, Professor Stewart Page castigates his female undergraduate students for naïveté for choosing to believe Thomas rather than Hill. I feel, however, that what Professor Page is really criticizing is their lack of political "correctness" in choosing to believe Thomas.

It is clear from his letter, where he talks about Thomas' behaviour as constituting sexual harassment, that he has taken Hill's testimony as fact, for he does not mention that the charges made against Thomas by Hill were unproven allegations. Having watched a good part of the hearings and having found both Hill and Thomas credible and persuasive speakers, I still have not been able to make up my own mind as to who was telling the truth.

In the absence of corroborating witnesses, one is left to make a decision based on very tenuous grounds indeed, mainly the probability that either Hill or Thomas was truthful. In believing Thomas, Page's undergraduates did not make a superficial judgement, but assessed and weighed the information presented by Hill, Thomas, and their character witnesses.

The fact that the students' decision ran against the politically "correct" one of assuming that any man alleged to have committed sexual harassment is automatically guilty does not necessarily make it wrong or trivial. After all, a basic tenet of our justice system is that a person is considered innocent until proven guilty.

Erik de Bruijn
University of British Columbia Library

Radical Feminism — dangerous 'ism'

I don't want someone saying to me later on: Why didn't you say something if you knew what was happening?

When are we going to wake up to what is happening? Women's studies programs should not be allowed to be taught in universities any more than any other "isms" should be able to promote their ideology on university campuses in publicly funded university classes. How can universities support an ideology that seeks to destroy the very foundation upon which it is built and supported?

We must distinguish radical feminism from the ordinary concern of reasonable people for fair-minded laws to provide equal opportunities. Radical feminists go far beyond this. Radical feminists are not interested in equal opportunities for women; they want equal outcomes or results, at any cost. Affirmative Action is nothing less than a deceptive form of plain old discrimination.

Radical feminists base many of their ideas of fairness on faulty, unproven assumptions. A 1982 Harris Poll indicated that 53 per cent of women "do not want to be in the job market at all."

Radical feminists are trying to kill the very hen that is laying the golden eggs. The end result, if they are successful, will be the destruction of the family, the university, the government — the very things they seek to influence and control. A young mother expressed it very aptly when she said: "radical feminists want to strip everything from women; the very things that make them women."

Women's Studies is the "Trojan Horse of radical feminism," and hopefully before they accomplish their deception we will recognize that it was a grave mistake to ever allow it to come within the walls of the university.

If radical feminists insist on their right of preaching and teaching this "ism," that is just fine, but let them do it like any other good, respectable "ism" — at their own expense and not through government funding; in their own buildings or facilities, not in university classrooms. Let them recruit their own converts and not monopolize the tender young minds of unsuspecting university students.

Many students are wise enough to recognize what is happening in women's studies courses. A young female student observed that it almost felt like she was sitting in a "hate men" class.

By their own admission, radical feminists are an embittered and an endangering species: "As a feminist activist one must therefore decide upon the degree of militancy in which one is prepared to engage." (Body and Mind in the 90's, McMaster University, 1980, pp. 343, 346.)

Bert L. Fairbanks
Physical Education
University of Lethbridge

Comments? Questions?

The editor invites letters, articles, and suggestions from readers. Letters of more than 300 words will be edited for reasons of space. Write, telephone or fax:

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Teaching plus research not just 'marriage of convenience'

CAUT has been critical of Stuart Smith's report on teaching in Canadian universities. It has also been very active in lobbying politicians to ensure that the outcome of the current constitutional debate include the placing on a secure basis the funding of post-secondary education in Canada. These two activities are closely related.

Canadian governments, federal and provincial, have adopted towards universities the policy of underfunded student expansion. This has led to increasing pressure on the terms and conditions of work for university teachers and librarians, low pay settlements, the closure or merger of departments that are seen to be unprofitable or weak, and the use of increasing numbers of part-time staff and contractually limited term appointments. The latter include the increasing use of "teaching only" appointments.

The term is itself disparaging, suggesting that teaching is of secondary importance and associating it with the minor leagues. The point is, of course, that good teaching is essential to the very idea of a university. That is why CAUT has continually demanded far greater recognition of teaching quality in promotion, more resources for helping professors become better teachers, and greater opportunities for academics to choose different mixes of teaching and research at different stages of their careers. Contracts should enable professors to opt for teaching with no loss of career prospects; and similarly those who enter the profession in a "teaching only" stream should have the opportunity to redirect their efforts towards research.

But if teaching is important for universities, so is research. Indeed, good teaching and good research go hand in hand. The general recognition of this has hitherto been one of the strengths of the Canadian university system. Some universities are more heavily involved in research than others; but all are involved. This reflects the ongoing commitment to the idea that the best undergraduate education can be achieved only where the teachers are themselves involved in scholarship and research.

Canadian university teachers aim to make our students independent thinkers, capable of problem-solving on their own. And this capacity to solve problems is, clearly, nothing other than the capacity to in effect do independent research. The point is that it is hard to imagine how to create the capacity to do research in others if we do not ourselves know how to do research. It is important to distinguish the practice of research from the settled theories and the bodies of knowledge that are the products of research.

It is a false idea of university teaching that supposes that all that a professor does is impart to students the products of research. It is a false idea of university teaching that supposes that all that a professor does is impart to students the products of research, the established theories and received bodies of knowledge. If this were all there was to university teaching, none of us would have to be researchers. But professors try to do something rather different: to impart to students the skills to undertake research on their own, to challenge accepted theories and to improve upon received beliefs. Someone unable to do research herself is very unlikely to be able to teach someone else how to do it.

There is clearly a place in the university for a "teaching only" stream of professors, not in the sense of a ghetto but in the sense of professors who wish to stress teaching rather than research in their careers. But in general, if universities are to succeed in making independent thinkers and problem-solvers of their students, then professors must be involved in doing research themselves. Otherwise they will lack the skills they need to produce those students. Far from being contradictory, teaching and research complement each other.

The insistence that the best university education presupposes that the teaching faculty are involved in research has been central to the achievement of the quality that our national system exemplifies.

This achievement has been a result of a cooperative effort between both levels of government. Universities are a provincial responsibility, but following the recommendations of the Massey Commission, the federal government has since the early fifties played a central role in funding universities. The federal government financed research, both the direct costs, through the Research Councils and the Canada Council, and the indirect costs, through transfer payments to the provinces intended to partially cover such things as building cleaning, utilities, and salaries for support staff, faculty and librarians. This federal support enabled all provinces to build up systems they would otherwise have been unable to afford; and enabled all provinces to meet a national standard of quality by making it possible for the poorer provinces to build up systems that match those of the richer.

The present federal government is now in the process of systematically reducing the amount of money that it provides to the provinces in support of post-secondary education. By reducing this funding, the federal government is undercutting the equalization in educational opportunities among the provinces. It is fragmenting our national system into 10 different ones, differentially supported according to provincial capacities, with the students from poorer provinces ending up with inferior educations. At the same time the federal government is also undermining the research efforts of all academic staff, both those with grants and those without.

But even the richer provinces suffer from the federal withdrawal. For all its present difficulties, Ontario is not a "have not" province, but the federal moves will result in the withdrawal of over \$3 billion from 1986-87 to 1994-95. Such a loss is bound to have an effect. How to deal with it? How, the provinces are asking themselves, can we assure a university education to those demanding access while spending less money?

Stuart Smith in his recent report provides a way.

Basically, Smith doesn't like the ways in which professors do things. He is a former chair of the (former) Science Council of Canada, and now an entrepreneur commercializing technology from government labs. Commenting on the federal centres of excellence program, that has effectively supported important research across Canada, he has said:

"I would have liked to see the government come strictly on the side of economic benefit rather than scientific discovery. It would have been good to see a large number of applications led by industry with excellent university people attached — rather than led by universities with what you may call the concurrence, not active participation, of industry. If the excellence had been in terms of economic benefit, it could have been a much more successful experiment" (*Profis*, Nov. 1991, p. 30). Government funding for research and development should be directed towards the private sector rather than to the universities. Professors, in short, would be doing rather less research than they are now doing, the private sector more — the government support directed towards the former now being directed towards the latter.

Smith also doesn't like the way we handle our teaching responsibilities. He argues that professors have come to devote more and more time to research and less and less to teaching. He uses data from the Universities of Alberta and Ottawa to justify this claim, noting that over the last decade at both universities the number of hours each professor spends in the classroom has on the average declined slightly. Smith infers that we are doing more research and less

teaching. We can therefore, he proposes, address the problems of dealing with large numbers of students by tilting the balance back in favour of teaching.

Smith's argument here is hardly conclusive, since he does not take the trouble to ask why this apparent decrease in the average number of classroom hours has happened. Perhaps it is the result of universities coping with the 50 per cent increase in students over the decade with no substantial increase in the size of teaching staff.

Smith already believes that professors are doing too much research. He has now argued — though on the basis of no sound evidence — that we are doing this useless research at the expense of teaching. So, he concludes, professors should be doing less research and more teaching. How can we effect this? Given Smith's ill-founded assumptions, his suggestion amounts to the claim that the problem is not one of costs but of attitudes. To secure more teaching, we need a change of attitudes. This can be effected by changing the reward system, to provide greater incentives for those who teach rather than do research. With this revised reward system, we will get professors voluntarily to do more teaching. And that will solve the problem of wedding access and decreased funding: we shall have achieved more teaching simply by changing attitudes and without additional funds.

Besides the non-existent basis in fact, Smith's argument that we should do less research and more teaching presupposes a false dichotomy between teaching and research. He suggests that there is a conflict between the two, and that we can achieve more of the one at the expense of the other. Crawford Kilian, a columnist in the *Vancouver Province* (Tues., Nov. 19, 1991), citing Smith, speaks of a "contradiction" between teaching and research.

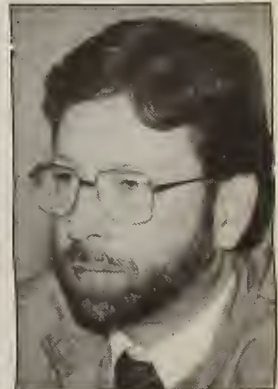
But this is a false perception of the relation between teaching and research. As we have seen, far from being contradictory, teaching and research complement each other and the excellence of our national system of universities depends upon recognizing this fact.

The effect of Smith's false dichotomy is to convince commentators such as Crawford Kilian and politicians such as those in the present Ontario government that university teaching can be conducted by those who are not involved in research. This leads Kilian to make the further recommendation that one distinguish universities and colleges. Universities will be down-sized and made into research institutions. The best undergraduates will attend these. The remainder will be sent to colleges. Most teaching now done in universities will be done in the colleges. The teachers at universities will of course be researchers. But at the colleges, the teachers will just teach though they will be given sufficient "time to keep up with others' research — and with the newest teaching methods." At the colleges, teachers will teach the products of others' research, and that is what the students will be taught — rather than taught to be independent thinkers as will those at the universities.

This sort of arrangement is currently being constructed in B.C., strongly supported by David Strangway, President of UBC. The Ontario government is evidently looking toward similar arrangements, when it urges greater cooperation and transferability of credits between the college and university sectors.

This sort of recommendation, which follows from the recommendations of the Smith Report, clearly will give more students for the dollar — if only because college teachers who don't do research can be hired at salaries much lower than those of researchers and don't need labs or decent libraries for either themselves or their students. But it will also give the majority of students a second-rate education.

That is why those who are interested in the quality of education in Canada must resist the efforts of the federal government to withdraw from the funding of the national system of universities that it has helped support through the years since the report of the Massey Commission in the early fifties. That is why CAUT has been campaigning to put the funding of post-secondary education on a secure constitutional basis and arguing that the provinces should accept no constitutional deal unless there is a parallel financial deal that secures an ongoing federal role in the funding of post-secondary education in Canada.



By Fred Wilson
CAUT President

Reform's vouchers — proposal not policy

Mr. Fred Wilson
CAUT President

I enclose the final version of our issue statement on advanced education. I also enclose an extract from a recent speech by Preston Manning on this subject.

Please note that the voucher idea cannot be considered Reform Party policy unless and until it is approved at an Assembly. In its present form it should be considered a proposal to illustrate the application of Reform principles.

As far as levels of funding for EPF or research councils are concerned, it would be contrary to our principles to say that no cuts would be necessary. With a debt of over \$400 billion and an annual deficit of \$32 billion, the federal government faces a grave fiscal crisis. No sector of federal operations can be singled out in advance as immune to any and all cuts. We put very great importance on advanced education and research, but these activities will be severely harmed in the long run unless we begin now to work towards a balanced budget.

Thomas E. Flanagan
Director, Policy, Strategy
and Communications

P.S. Thank you for printing such an accurate summary of our issue statements.

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Enseignement et recherche: pas seulement un mariage de convenance

L'ACPU a critiqué le rapport de Stuart Smith sur l'enseignement universitaire au Canada. Elle a également exercé activement des pressions sur les politiciens pour que la réforme constitutionnelle garantisse une stabilisation du financement de l'enseignement postsecondaire au Canada. Ces deux initiatives sont intimement liées.

Les gouvernements canadiens, tant fédéral que provinciaux, ont adopté envers les universités la politique de favoriser l'augmentation du nombre d'étudiants par le sous-financement. Cette attitude influe de plus en plus sur les conditions de travail des professeurs et des bibliothécaires d'université, mène à des ententes sur de maigres hausses salariales, à la fermeture ou au fusionnement de départements considérés comme moins rentables ou faibles. Par cette façon d'agir, on se retrouve avec de plus en plus d'employés à temps partiel et de postes temporaires. Dans le dernier cas, il s'agit bien souvent de postes «d'enseignement seulement».

Le terme est peu flatteur et suggère que l'enseignement est d'importance secondaire. Là où nous voulons en venir, évidemment, est qu'un bon enseignement est l'essence même d'une université. Voilà pourquoi l'ACPU n'a jamais cessé de demander que la qualité de l'enseignement soit davantage reconnue dans les promotions, que plus de ressources soient mises à la disposition des professeurs pour améliorer leur enseignement et que les universitaires aient plus l'occasion de pouvoir modifier les proportions de l'enseignement et de la recherche à diverses étapes de leur carrière. Il devrait être prévu dans les contrats que les professeurs peuvent choisir l'enseignement seulement sans perdre pour autant leurs chances d'avancement. De même, les universitaires qui commencent leur carrière par l'enseignement seulement devraient pouvoir se réorienter vers la recherche.

La recherche, toutefois, joue un rôle important pour les universités au même titre que l'enseignement. De fait, un bon enseignement et une bonne recherche vont de pair. Jusqu'ici, on a reconnu en général que la recherche était l'une des forces du système universitaire canadien. Certaines universités sont plus axées sur la recherche que d'autres, mais chacune en fait. Ce constat renforce l'idée que l'on ne peut offrir le meilleur enseignement au premier cycle que si les professeurs effectuent également de la recherche.

Au Canada, les professeurs d'université visent à montrer à leurs étudiants comment penser par eux-mêmes, comment régler eux-mêmes des problèmes. Cette capacité à régler des problèmes n'est rien d'autre que la capacité à faire de la recherche par soi-même. Ce que nous essayons de dire, en fait, est qu'il est difficilement concevable que l'on puisse transmettre à d'autres la capacité de faire de la recherche quand on ne sait pas soi-même comment la faire. Il importe de distinguer l'exercice de la recherche des théories énoncées et des connaissances qui sont le fruit de la recherche.

On se fait une fausse idée de l'enseignement universitaire en supposant qu'un professeur ne fait qu'enseigner à ses étudiants le fruit de recherches, les théories établies et les connaissances reçues. Si l'enseignement universitaire se limite seulement à ces trois aspects, aucun d'entre nous n'aurait à être chercheurs. Les professeurs tentent toutefois d'agir différemment: ils transmettent aux étudiants l'aptitude à effectuer des recherches par eux-mêmes, à contester les théories acceptées et à améliorer les opinions reçues. Une personne incapable de faire de la recherche risque fort de ne pas être capable d'enseigner à une autre comment le faire.

Il y a de la place, à l'université, pour les professeurs désirant se consacrer uniquement à l'enseignement, qui veulent axer leur carrière davantage sur l'enseignement que sur la recherche. D'autre part, pour que les universités réussissent à transmettre à leurs étudiants la capacité de penser individuellement et de régler eux-mêmes des problèmes, les professeurs doivent, de leur côté, participer à des projets de recherche. Car, s'ils n'effectuent pas de recherche, ils n'auront pas les compétences nécessaires pour inculquer aux étudiants le sens de l'autonomie. Loin de se contredire, l'enseignement et la recherche se complètent.

L'insistance à soutenir que la meilleure formation universitaire suppose que les professeurs fassent de la recherche a permis à notre système national d'atteindre la qualité qui le caractérise.

Nous le devons aux efforts de collaboration entre les paliers de gouvernement. En principe, les universités relèvent des provinces. Cependant, pour faire suite aux recommandations de la Commission Massey, le gouvernement fédéral joue depuis les années cinquante un rôle primordial dans le financement des universités. En effet, il subventionne la recherche, les coûts directs, par l'entremise des conseils de recherches et du Conseil des arts du Canada, et les coûts indirects grâce aux paiements de transfert aux provinces. Ces paiements sont destinés en partie à assurer les frais d'entretien des édifices, des installations, à payer le salaire du personnel de soutien, des professeurs et des bibliothécaires. Les crédits fédéraux permettent à toutes les provinces de respecter les normes nationales de qualité et, aux provinces moins bien nanties, de se doter d'un réseau universitaire comparable à celui des provinces plus riches. N'eût été de cet appui financier, les provinces n'auraient pu toutes s'offrir un système universitaire adéquat.

Le gouvernement fédéral actuel s'apprête à réduire systématiquement les sommes qu'il verse aux provinces pour l'enseignement postsecondaire. En diminuant son financement, le gouvernement fédéral est en train de détruire la péréquation entre les provinces en matière d'éducation. Il morcelle notre système national en dix régions différents qui seront subventionnées selon la capacité financière de chaque province. Les étudiants venant des provinces les plus pauvres se retrouveront avec une formation inférieure. Le gouvernement fédéral mine également les efforts de recherche de tous les universitaires, tant ceux qui bénéficient d'une subvention que ceux qui n'en ont pas.

Par surcroît, même les provinces plus riches souffrent du désengagement fédéral. Malgré les problèmes qu'elle connaît présentement, la province de l'Ontario n'est pas considérée comme une province peu fortunée. Cependant, le geste du fédéral se traduira par un manque à gagner de 3 milliards de dollars pour la période de 1986-1987 à 1994-1995. Cette perte ne peut qu'avoir des conséquences. Comment y faire face? Les gouvernements provinciaux se demandent comment ils pourront garantir une formation universitaire aux personnes qui veulent y accéder en y investissant moins d'argent.

Dans le rapport qu'il vient de rendre public, Stuart Smith propose un moyen.

Essentiellement, M. Smith n'aime pas la manière dont les professeurs font les choses. Anciennement président du Conseil des sciences du Canada, il est maintenant un entrepreneur qui commercialise la technologie provenant de laboratoires gouvernementaux. Il a déclaré à propos du programme fédéral de centres d'excellence, qui soutient efficacement d'importantes recherches d'un océan à l'autre:

«J'aurais aimé voir le gouvernement s'attacher strictement aux avantages économiques plutôt qu'aux découvertes scientifiques. Il aurait été bon de voir l'industrie, appuyée par d'excellents universitaires, faire un grand nombre de demandes de projets de recherche, au lieu que ce soient les universités poussées par ce que l'on pourrait appeler la concurrence de l'industrie et non avec l'aide de sa participation active. Si on avait allié l'excellence avec les avantages économiques, l'expérience aurait connu un plus grand succès.» (Profit, nov. 1991, p. 30) Les gouvernements devraient subventionner la recherche et le développement du secteur privé plutôt que celui effectué dans les universités. En d'autres termes, les professeurs devraient faire moins de recherche et le secteur privé devrait en faire plus. Les subventions gouvernementales devraient être versées à ce dernier plutôt qu'aux premiers, comme c'est le cas présentement.

En outre, M. Smith n'aime pas la manière dont nous nous acquitons de nos responsabilités d'enseignement. Il soutient que les professeurs consacrent maintenant leur temps de plus en plus à la recherche et de moins en moins à l'enseignement. Il s'appuie sur des données des universités de l'Alberta et d'Ottawa pour étayer son hypothèse et fait remarquer que depuis dix ans, le nombre d'heures que chaque professeur a passées en classe a diminué légèrement en moyenne dans les deux universités. Il sous-entend que nous faisons plus de recherche et que nous

enseignons moins. Il propose donc que nous réglions le problème des classes trop nombreuses en revalorisant l'enseignement.

L'argument de Smith n'est guère concluant puisqu'il ne prend pas la peine de se demander pourquoi le nombre moyen d'heures d'enseignement a diminué. Cette situation découle plutôt du fait que les universités, depuis dix ans, font face à une hausse de 50 p. 100 des effectifs étudiants qui n'est pas compensée par une hausse sensible du corps enseignant.

D'ores et déjà, M. Smith est d'avis que les professeurs effectuent trop de recherche. Or il soutient, en s'appuyant sur des preuves non concluantes, que cette recherche est inutile et qu'elle se fait au détriment de l'enseignement. Il conclut donc que les professeurs devraient faire moins de recherche et se consacrer davantage à l'enseignement. Comment pouvons-nous le réaliser? À en croire les hypothèses mal fondées de Smith, il semble laisser entendre que le problème en est un d'attitudes. Les coûts n'auraient rien à y voir. D'après lui, nous devons modifier les attitudes pour augmenter les heures d'enseignement. Pour y parvenir, nous pourrions réviser le système de récompense en offrant des mesures d'encouragement aux universitaires qui se consacrent plutôt à l'enseignement qu'à la recherche. Le système ainsi révisé inciterait les professeurs à augmenter volontairement leur part d'enseignement. Nous réglerions ainsi le problème de l'accès aux études postsecondaire et du financement réduit: pour augmenter les heures d'enseignement, nous n'aurions qu'à modifier nos attitudes sans recevoir de fonds supplémentaires.

Outre l'inexistence de données probantes, l'argument de Smith favorisant l'enseignement à la recherche présuppose une fausse dichotomie entre l'enseignement et la recherche. Il suppose qu'il existe un conflit entre les deux et que nous pouvons nous consacrer davantage à un volet au détriment de l'autre. Crawford Kilian, chroniqueur du périodique *Province de Vancouver* (édition du mardi 19 novembre 1991), cite Smith et parle d'une contradiction entre l'enseignement et la recherche.

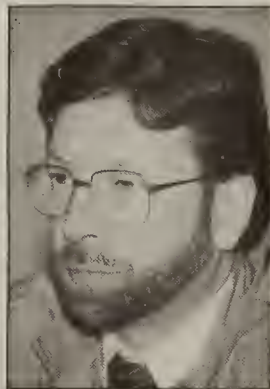
Il s'agit toutefois d'une fausse perception du lien entre l'enseignement et la recherche. Comme nous l'avons constaté, l'enseignement et la recherche, loin d'être contradictoires, se complètent. L'excellence de notre système universitaire repose sur la reconnaissance de ce constat.

La fausse dichotomie de Smith a pour effet de convaincre des commentateurs comme Crawford Kilian et des politiciens, comme ceux qui gouvernent présentement en Ontario, que les professeurs non engagés dans la recherche peuvent se charger de l'enseignement universitaire. Kilian en arrive ainsi à recommander que l'on distingue les universités des collèges. La taille des universités sera rapetissée et celles-ci deviendront des instituts de recherche. Les meilleurs étudiants du 1^{er} cycle les fréquenteront, les autres seront dirigés vers les collèges. Ces derniers se chargeront surtout de la formation. Les professeurs des universités seront bien entendu des chercheurs. Toutefois, dans les collèges, les professeurs ne feront qu'enseigner. Toutefois, on leur donnera suffisamment de temps pour se mettre à jour sur les travaux de recherches de leurs collègues et pour acquérir les nouvelles méthodes pédagogiques. Dans les collèges, les professeurs enseigneront les résultats des recherches des autres: ils n'enseigneront pas aux étudiants comment penser par eux-mêmes au contraire des étudiants fréquentant les universités.

Le phénomène tente de s'implanter en Colombie-Britannique en ce moment, fortement soutenu par David Strangway, recteur de l'UBC. Le gouvernement de l'Ontario envisage également des ententes de ce genre lorsqu'il recommande une plus grande collaboration entre les collèges et les universités et le transfert des crédits entre les deux secteurs.

De toute évidence, ce genre de recommandation, qui découle des recommandations du rapport Smith, attribuera plus d'étudiants par dollar, ne serait-ce que parce que les professeurs de collège n'effectuent pas de recherche pour être embauchés à des salaires beaucoup moins élevés que les chercheurs et qu'ils n'auront pas besoin de laboratoires ou de bibliothèques adéquates pour eux-mêmes ou pour leurs étudiants. La majorité des étudiants, cependant, aura droit à une formation de second ordre.

Voilà pourquoi les tenants d'une éducation de qualité au Canada doivent-ils s'opposer aux efforts du gouvernement fédéral de se retirer du financement du système universitaire national qu'il a soutenu au cours des ans, depuis le dépôt du rapport de la Commission Massey dans les années cinquante. Voilà pourquoi, également, l'ACPU exerce des pressions pour inscrire dans la Constitution le financement de l'enseignement postsecondaire et soutient que les provinces ne devraient pas accepter d'entente constitutionnelle tant qu'un accord financier parallèle ne sera pas conclu garantissant un rôle continu du gouvernement fédéral dans le financement de l'enseignement postsecondaire au Canada.



par Fred Wilson
Président de l'ACPU

CAUT CALENDAR

Consortium	May 6
CAUT Executive	May 5-6
Coop PPPC	May 6
CB Coop	May 7
Council	May 8-10
Consortium	Jun 3
Academic Freedom & Tenure Cmtt.	Jun 12-13
Status of Women Committee	Jun 12-13
CB Conference (Val Morin)	Jun 13-17
CAUT Executive	Jul 10-11

CALENDRIER DE L'ACPU

Consortium	6 mai
Comité de direction	5-6 mai
CPPP (Coopérative)	6 mai
Coop de négociation collective	7 mai
Conseil	8-10 mai
Consortium	3 juin
CLUPE	12-13 juin
Comité du statut de la femme	12-13 juin
Conférence sur la négociation collective (Val Morin)	13-17 juin
Comité de direction	10-11 juillet

After months of unsuccessful negotiation, the faculty union at the Université de Sherbrooke went on strike in March. The union is seeking salary changes particularly for the lower end of the salary scale and changes in the functioning of the university so that there can be meaningful faculty participation. Details can be found in the report below.

At Mount Allison the president has decided to take advantage of the current economic climate to launch a full-scale attack against the faculty. Last year a special parity committee on which two senior university financial administrators sat concluded unanimously that there was no need for lay-offs and that the budgetary problems of the university could be handled in a plan they detailed in their report. The president has instead chosen confrontation as shown in the report below.

Après des mois de négociations infructueuses, le syndicat des professeurs de

l'Université de Sherbrooke a déclenché la grève en mars. Le syndicat revendique une amélioration de l'échelle salariale, en particulier en début de carrière, et une modification du fonctionnement de l'université afin de permettre une participation réelle des professeurs. Le rapport ci-dessous fournit de plus amples détails sur ce sujet. À l'Université Mount Allison, le recteur a décidé de profiter du climat économique actuel pour porter un dur coup aux professeurs. L'année dernière, un comité paritaire spécial, auquel siégeaient deux administrateurs financiers supérieurs de l'université, a conclu à l'unanimité que les congédiements n'étaient pas nécessaires et que les problèmes budgétaires de l'université pouvaient être réglés en suivant le plan exposé dans son rapport. Au lieu de cela, le recteur a choisi la confrontation, comme en témoigne le rapport ci-dessous.

Grève à l'université de Sherbrooke

par Hélène Bibeault
Coopérative de négociation collective de l'ACPU

En date du 10 mars 1992, nos collègues du Syndicat des professeurs et professeurs de l'Université de Sherbrooke (SPPUS) ont déclaré la grève générale.

Les négociations ont commencé au mois de mars l'année dernière. La grève affecte 370 professeurs et professeurs, enseignants dans les facultés suivantes: administration, droit, éducation, éducation physique et sportive, lettres et sciences humaines, sciences et théologie.

Les principaux points en litige sont

les suivants:

- les professeurs et professeurs réclament une participation réelle dans la gestion académique de l'Université,
- une saine planification de l'emploi,
- une amélioration de l'échelle salariale.

De plus l'Université refuse de négocier les propositions de soutien

nécessaires à la mise en application de ces demandes. Pourtant ces

demandes syndicales sont réalisables et ne coûtent presque rien à l'Université.

Le syndicat demande la création d'une assemblée consultative représentative du corps professoral, où toutes les questions reliées à

l'embauche, à l'accèsion aux rangs professoraux et aux modifications des structures départementales pourraient être discutées de façon approfondie.

Étant donné le nombre croissant de professeurs et de professeurs devenant éligibles à la retraite, il est nécessaire de mettre en place des systèmes fonctionnels de remplacement, afin de maintenir la qualité de l'enseignement. La demande syndicale concernant l'ouverture d'un certain nombre de postes réguliers à chaque année, vise spécifiquement à apporter des solutions aux problèmes du remplacement du corps professoral, mais l'Université refuse cette demande pourtant bien fondée qui

pourrait conserver et garantir la croissance de l'Université.

Un autre élément du remplacement du corps professoral, est lié aux échelles salariales. Ainsi, pour demeurer compétitive avec les universités qui sont prêtes à offrir de meilleures conditions de travail aux nouvelles

venues ainsi qu'aux nouveaux venus, l'Université de Sherbrooke se doit de faire les changements à la structure salariale actuelle pour s'adapter aux conditions offertes dans les autres universités québécoises. Il s'agit là encore d'une demande liée à la survie de l'Université et à son rayonnement.

**Dernière heure!!
grève terminée
à Sherbrooke**

Layoff invoked

Mount Allison faculty considers strike

By Howard Snow
Professional Officer, CAUT

After a difficult year the Mount Allison Faculty Association (MAFA) is seriously considering strike action. The recent problems began in the spring of 1991 when the then interim president invoked the lay-off process under the collective agreement.

About the same time the provincial government announced a one-year wage freeze program. With this as a background, negotiations have been going exceedingly slowly and have been entirely unproductive.

The faculty association has responded to the lay-offs and wage freeze issues. On the wage freeze, MAFA, together with the other New Brunswick faculty associations and the universities, agreed to a voluntary one-year wage freeze in exchange for being exempted from the provincial legislation.

Under the voluntary agreement, the faculty associations were allowed to negotiate on non-monetary issues for 1991-92 and on all issues in subsequent years of any multi-year agreement. Thus, for example, the Association of University of New Brunswick Teachers concluded a four-year agreement during brief negotiations last summer.

The setting for collective bargaining at Mount Allison has been quite different. Some of the differences flow from the attempt at lay-offs. The Mount Allison collective agreement permits lay-offs in some circumstances where necessary and provided there has been full debate and consideration of options.

The university underwent a full debate over several months beginning in March 1991. Although a special parity committee on lay-offs concluded unanimously that there was no need for lay-offs (a conclusion which was later adopted by the university's academic senate) the university's new president has deliberately left the issue open in an apparent attempt to create leverage in the

negotiations for a new agreement.

The term of the last collective agreement ran until June 30, 1991. Given the uncertainty created by the government wage freeze and the attempt at lay-offs, negotiations did not get under way until August. Since then the negotiations are noteworthy for their singular lack of success. Although the teams had met some 32 times and completed the process of conciliation, by mid-March not one article had been settled.

In February the employer presented a final offer with a series of clawbacks on monetary issues. These clawbacks include:

- a two per cent salary rollback in July, 1992
- no progress increments for 1992-93
- abolition of the tuition fee discount
- reduction of the sabbatical entitlement to, in effect, one leave for each 20 years of service
- removal of the one-course release time for the union president
- removal of the provision of a half-time office secretary for the union
- a rollback of sabbatical stipends by five per cent
- a change in the size of the bargaining unit by removing persons appointed for less than 12 months
- reduction of the stipend to department heads by 50 per cent
- re-introduction of mandatory retirement

MAFA conducted a vote on this final offer during February and, not surprisingly, the academic staff turned thumbs down on it in a 104-2 vote.

Following the rejection, MAFA tried once more to resume productive negotiations, but the employer response has been one that requires union acceptance of the above monetary proposals before negotiations on any other items.

MAFA brought conciliation to an end and tried to move on through the negotiating steps. The provincial government, however, took the maximum allowable time in making decisions on further government intervention which pushed back the dates for a lawful strike until late March. Under New Brunswick law a strike vote is mandatory, as is notice to the employer.

At the time of writing (March 18) MAFA had a strike vote scheduled for March 30 and 31 and a tentative arrangement to resume negotiations under the guidance of a provincial government mediator on April 1.

At an information meeting on March 17 attended by Rick

McGaw (UNB and Chair of the CAUT Collective Bargaining Cooperative) and by me (we had been the two MAFA representatives on the special committee to study lay-offs) a large crowd seemed ready to have a resolution of the difficulties over the last year.

The general tenor of the

comments was that the financial situation did not require the cuts the employer sought, that the new administration's approach was characterized by a general tendency toward "bullying" and that, if it took a strike to deal with the problems, then a strike it would be.

**UPDATE!!
Mount Allison faculty
on strike - April 3rd**

Prisoner of the month Côte D'Ivoire

Martial Ahipeaud and Laurent Akoun are among at least 250 people arrested in Côte D'Ivoire in connection with demonstrations against the government.

Martial Ahipeaud, President of the Ivorian Federation of Students and School Pupils, was arrested on Feb. 13, 1992 for participating in a public protest criticising the government's refusal to act on the evidence collated by a commission of inquiry into a raid by the



military on Abidjan University on May 17, 1991.

The commission concluded from its investigation that soldiers were guilty of raping and beating the students during the raid which took place after confrontations between police and students. The Chief of Staff, General Robert Guei, is identified as solely responsible for sending troops into the campus.

It is President Houphouët Boigny's refusal to take action against General Guei that led to the two major demonstrations, the second taking place on Feb. 16, in which those arrested included Laurent Akoun, former president of the National Union of Secondary School Teachers.

Both protests appear to have started peacefully but ended in confrontation with the security forces using tear gas to disperse the crowd and demonstrators retorting by throwing missiles. It has also been reported that some detainees were publicly beaten on the feet before being taken away.

Amnesty International is concerned about the legal basis under which the detainees are being held, and requests an assurance that they are not subject to ill-treatment while in custody.

Please write courteous letters appealing for a reassurance on both the legal situation and the absence of ill-treatment of detainees to: Son Excellence Félix Houphouët-Boigny (Salutation: Monsieur le président), Président de la République, la Présidence, Boulevard Clozel, Abidjan, République de Côte D'Ivoire.

(This column is carried simultaneously by the Bulletin of the British AUT, and the material is supplied by Amnesty International)

Plus de femmes que d'hommes aux études postsecondaire

par Susan Gray

La montée soudaine des filles au niveau postsecondaire récemment s'accompagne malheureusement d'un dérapage scolaire masculin.

Ces constats se retrouvent dans le dernier avis portant sur les nouvelles populations étudiantes des cégeps et des universités, publié par le Conseil supérieur de l'éducation à la suite d'une recherche poussée sur les fluctuations des milieux postsecondaires.

Selon les chiffres, l'élément le plus marquant de la vie collégiale et universitaire des années 90 est la prépondérance des femmes.

Le Conseil, un organisme consultatif gouvernemental se préoccupe tellement de la faible représentation des hommes qu'il presse les établissements, "tout en continuant de promouvoir les femmes à l'éducation supérieure, de se préoccuper de valoriser la démarche éducative auprès des jeunes garçons et des hommes et de mettre sur pied des mesures de soutien... qui favoriseront leur persévérance aux études."

Le Conseil est inquiet, non parce que la montée féminine est menaçante, mais parce que la chute masculine continue de s'intensifier.

En 1989, on comptait 58 femmes contre 42 hommes au cégep, et 57 femmes pour 43 hommes à l'université, malgré le fait qu'il y ait moins de jeunes femmes que d'hommes dans cette catégorie d'âge. De plus, les jeunes femmes dominent dans le secteur pré-universitaire (53 p. 100) et réussissent mieux et plus jeunes que les jeunes hommes, en ce qui a trait à leur cheminement vers un D.E.C. (diplôme d'études collégiales).

Avec l'instauration de la cote Z, qui permet de comparer un étudiant avec d'autres dans son programme et dans son cégep, le succès féminin au cégep a un impact direct sur le taux d'accès des femmes à l'université: elles parviennent majoritairement aux programmes contingents, notamment la médecine (60 p. 100), l'optométrie (90 p. 100), et les femmes occupent 57 p. 100 de toutes les places universitaires.

Selon le Conseil, la transformation de la clientèle universitaire depuis 1960, quand il y avait une femme pour trois hommes, est le résultat des luttes féministes pour l'accès égal des femmes aux études, et ressemble à une "tendance profonde, (plutôt) qu'à un accident de parcours."

La "désertion (du milieu de l'éducation par les)... garçons" est un sujet délicat, avoue le Conseil. Les hommes au niveau postsecondaire sont moins motivés que les femmes envers leurs études, indique un sondage mené dans le cadre de son enquête. En entrevue, Jean Deronzier, directeur des communications du Conseil, dit: "C'est comme si les hommes pensaient qu'ils réussiraient dans la vie indépendamment de leurs études." Cité dans *Le Devoir*, le président du Conseil, Robert Bisaillon, dit qu'il faut... changer les mentalités au niveau des exigences (des institutions). Le danger serait de banaliser cette façon de voir les études par les garçons.

Dans son rapport, le Conseil souligne l'importance de facteurs comme l'univers féminin qui caractérise les écoles primaires et le fort taux de décrochage chez les étudiants masculins du secondaire pour expliquer le déclin des hommes aux études postsecondaires.

Avec 9 p. 100 des doctorats canadiens pour 1990-1991, l'Université de Montréal fait bonne figure au Canada pour ce qui est des études de troisième cycle. Décernant aussi plus de doctorats que n'importe quelle autre université québécoise, soit 33 p. 100 du total, l'Université ne se satisfait pas d'en rester là: l'un des principaux objectifs de la Faculté des études supérieures est d'augmenter le taux d'obtention de doctorats.

En 1990-1991, 257 étudiants ont obtenu un doctorat à l'Université de Montréal.

La FES fait connaître les réalisations de cette catégorie d'étudiants à l'échelle globale: on procède au microfilmage des thèses dans le réseau UMI (University Microfilm International), à la diffusion des travaux de doctorat dans le cadre du programme de la Bibliothèque Nationale du Canada et on produit des résumés dans des catalogues officiels tels *Dissertation Abstracts*.

Quatre professeurs de l'Université de Montréal ont été accueillis au sein de l'Ordre du Canada: deux comme officiers et deux à titre de membres. Les deux nouveaux officiers sont le chirurgien-plasticien Jacques Papillon, directeur du Centre des grands brûlés de l'Hôtel-Dieu et professeur de médecine, et Jean-Pierre Wallot, archiviste national et professeur d'histoire.

Les nouveaux membres de l'Ordre du Canada sont le statisticien Jacques St-Pierre et le Dr Richard Morissette. Professeur émérite, Jacques St-Pierre a fondé le Centre de

calcul ainsi que le département d'informatique et de recherche opérationnelle. Le Dr Morissette est directeur du Service de microbiologie et d'immunologie de l'Hôtel-Dieu. (tiré de: *Forum*, Université de Montréal)

Trois autres officiers de l'Ordre de Canada proviennent des rangs des professeurs de l'Université McGill. Il s'agit du Dr Thomas Ming Swi Chang, directeur du Centre de recherche sur les cellules et les organes artificiels à l'Université, du professeur de droit Irwin Cotler et de Charles Hodge, directeur de la neurophotographie à l'Institut neurologique de Montréal.

Le professeur Chang, qui enseigne la physiologie et la médecine, est surtout connu pour avoir inventé la cellule artificielle. Cette cellule est une structure microscopique qui imite quelques processus et propriétés biologiques des vraies cellules. Elles ont une variété d'applications, tel le nettoyage des substances toxiques du système sanguin humain.

Le Dr Chang est président honoraire de la Société internationale pour les cellules artificielles et la biotechnologie d'immobilisation, et président désigné de la Société internationale pour les organes artificiels.

M. Cotler, de son côté, est bien connu pour ses travaux juridiques et pour ses efforts de lobbying en ce qui concerne certains prisonniers politiques dans l'ancienne Union Soviétique. On a reconnu son rôle important dans la libération de plusieurs de ces prisonniers, incluant le célèbre "refuznik" Anatoly Shcharansky.

Ancien président du Congrès juif canadien et président-fondateur du Centre international Interamicus des droits de la personne, M. Cotler est connu internationalement pour son dévouement à la cause des droits de la personne.

Charles Hodge travaille à l'Institut neurologique de Montréal depuis 1945, alors que Wilder Penfield, le fondateur de l'Institut, l'engageait. Il est généralement reconnu comme étant l'un des meilleurs photographes médicaux du Canada.

M. Hodge a fait ses plus importantes contributions dans la salle d'opération. Entre autres, au cours de sa carrière, il a développé une technique innovatrice pour aider les chirurgiens à observer les problèmes vasculaires dans le cerveau.

(tiré de: *The Reporter*, Université McGill)

PSE in Quebec: more women, fewer men

By Susan Gray

The recent, sudden rise in the number of women studying in post-secondary institutions has unfortunately been accompanied by a corresponding backsliding by men.

These are the findings of a recent report on new CEGEP and university students, published by the Conseil supérieur de l'éducation. The report was based on extensive research on fluctuations in post-secondary institutions. According to the figures, the most significant element of CEGEP and university life in the 1990s has been the preponderance of women students.

The conseil, an advisory branch of the government, is so concerned about men's weak performance it is urging educational institutions "to, while continuing to promote women in higher education, focus on reinforcing educational efforts by young boys and men and to establish support mechanisms... that will help them persevere with their studies."

The conseil isn't upset because of the growing number of women in post-secondary education, but rather because of the continuing decline in men's performance. In 1989,

women constituted 58 per cent of the CEGEP student body and 57 per cent of the university student body, despite the fact that men outnumber women in this age group.

In addition, young women outnumber their male peers in the pre-university stream (53 per cent); the women also outperform the men in gaining access to pre-university programs.

As a result of the Z slope (cote Z) by which students are compared to others in the same program and at the same CEGEP women's high success rate at CEGEP has a direct impact on their admission into university. They predominate in quota programs ie. medicine (60 per cent), optometry (90 per cent). In addition, 57 per cent of all university students are women.

The conseil admits that men's departure from the educational arena is a delicate subject. A poll taken as part of its study showed that male students at the post-secondary level are less motivated to study than female students. In an interview, Jean Deronzier, the Conseil's Director of Communications, explained:

"It's as if the men thought... they would succeed in life no matter how poorly they did in their studies." *Le Devoir* quotes the Conseil's President, Robert Bisaillon: "The expectations (of the educational institutions) have to change. Otherwise, there is a danger of trivializing this attitude (of the males)."

In its report, the conseil highlighted certain factors, among them the dominance of women teachers in elementary schools and the high rate of male drop-outs in high schools to explain men's problems vis à vis post-secondary education.

— L'Université de Montréal had nine per cent of all Canadian doctoral students in 1990-1991, making it a key player in the area of Canadian doctoral studies. In the same year, U de M had 33 per cent of all Quebec PhD students, more than any other university in the province. Even so, the university doesn't want to stick with its current record: one of the primary objectives of its faculty of graduate studies is to increase the number of doctoral students.

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EXCELLENCE IN EDUCATION

'A Renewed Canada' could alter gov't roles in PSE

By Tim Stutt
Government Relations Officer,
CAUT

After months of political wrangling, the Dobbie-Beaudoin Committee on constitutional reform has released its report entitled "A Renewed Canada". If adopted, certain report recommendations would modify the roles of the Federal and provincial governments in post-secondary education.

These recommendations deal with federal funding for post-secondary education, labour market training and research — three issues on which CAUT has lobbied vigorously — as well as the social covenant, culture and privacy.

Federal funding for post-secondary education

The federal government's original constitutional proposals made no mention of existing social programs jointly funded by Ottawa and the provinces such as post-secondary education, medicare, and student aid. The Tories proposed that any new shared-cost social programs require the approval of seven provinces with 50 per cent of Canada's population.

The Dobbie-Beaudoin Report scraps this formula in favour of a continued role for the Federal government in post-secondary education funding:

"We recognize that health, education and social services are under provincial jurisdiction. The federal government has instituted a number of Canada-wide programs in some of these areas. We believe that the federal government should continue to deliver these."

However, the committee also indicates that the future should not be "business as usual":

"There is clearly a need for coordination and cooperation between governments in cases where the federal power to spend affects areas falling under the exclusive legislative jurisdiction of the provinces. We say all this, recognizing, of course, the importance of the federal spending power, especially as it relates to the smaller, less populous provinces."

Yet in our parliamentary system, a problem exists in fostering governmental cooperation. Due to the constitutional principle of parliamentary supremacy, intergovernmental agreements are not binding on Parliament or the legislatures.

For existing cost-shared agreements such as the Established Program Financing (EPF) for post-secondary education, this has led to bitter divisions over unilateral federal actions and provincial redirection of federal funds. To solve this problem the Committee suggests the following:

"We recommend that the federal and provincial governments work together towards establishing procedures for implementing changes in terms and conditions of existing shared-cost programs. For example, we believe that one could consider fixing the program's terms and conditions under a binding intergovernmental agreement for a period of, for example, four to five years. In our view, such an approach would not undermine Parliament's authority while addressing many of the provincial governments' concerns."

The legislative language suggested by the committee to enact this solution appears to apply to new programs. It would allow the federal government to make such arrangements with any province or group of provinces in contracts covering a designated time period.

However, the committee failed to find language to incorporate existing programs such as EPF. Nor did it deal with the problem created by court rulings that the existing EPF program provisions allow the federal government to make unilateral changes.

Therefore CAUT is pressing for clarification of these two points. CAUT believes that constitutional reforms should deem the existing EPF arrangements to be five-year contracts, thereby negating the court rulings.

Last September CAUT's governing Council, composed of representatives of all local and provincial member faculty associations, agreed that CAUT should press for a continuation of the shared federal-provincial responsibility for post-secondary education funding. This would be provided that special arrangements could be made for Quebec if that province so desired.

Labour market training

Last fall the federal government proposed to recognize labour market training as an area of exclusive provincial jurisdiction. The Dobbie-Beaudoin committee agrees with this proposal. However, the Committee also recognizes the "particular importance of federal labour training for some of the smaller provinces," and expects the Federal government to remain a "major provider of such services in these provinces."

Therefore, the committee supports constitutional amendments to permit any province to affirm its exclusive legislative jurisdiction over labour market training. In such a case, an intergovernmental agreement would be negotiated with the federal government to define federal responsibilities and program standards. The agreement would also set jointly agreed-on

limits on federal spending on labour market training in the province.

Intergovernmental agreements on labour market training would be subject to five guiding principles: -federal financial compensation to a province is to actually be spent on training;

-a province's share of federal training funds should be based on relative need, rather than demographic factors such as population, employment or production share;

-intergovernmental agreements would respect the Federal government's obligations for aboriginal affairs and official languages;

-the federal government's ability to legislate on labour market training not be affected in areas of exclusive jurisdiction related to unemployment insurance or any other head of power; and

-the role of the private sector in training and standard setting be enhanced.

CAUT and the other members of the Post Secondary Education (PSE) Coalition feel that the labour market should remain a shared responsibility. It lobbied vigorously and with some success to modify the original federal proposal. However, Dobbie-Beaudoin may well lead to the provincial bureaucracies claiming the powers that are made available to them regardless of the impact on community colleges.

Hundreds of millions of dollars in community college programs are at stake in these discussions and the Federal government has made no commitment to fund these if exclusive provincial jurisdiction is declared. The fate of EPF would suggest that any federal funds would be transitory. So it is surprising that the Liberal and NDP members of the Dobbie-Beaudoin Committee have bought into this proposal and that the NDP chose to ignore the views of two key unions in this matter, CUPE and NUPGE.

One should also note that the committee recommends that federal labour market training funds be actually spent in this area and attach other conditions. The Conservatives have argued for years that it was inconceivable that the same conditions be attached to EPF funds for post-secondary education.

Social charter, mobility and the economic union

The original federal proposals were silent on the subject of the social charter.

In response to requests for a social charter particularly from the NDP, the Dobbie-Beaudoin Committee advocates the creation of a social covenant. Such a

covenant would ensure that "the benefits which accrue to the nation through our greater efficiency are distributed equitably, through the promotion of the goals of social well-being which are a part of being Canadian".

A social covenant would foster universal health care, adequate social services and social benefits, high quality education, the worker's rights to collective bargaining and a clean environment. According to the Committee, these commitments express "goals, not rights," for which "elected governments should retain the authority to decide how they can best be fulfilled".

Whether "high quality education" would cover that which is "post-secondary" is not answered by the committee. However, one should note that in its constitutional proposals the Ontario government recommends that a social charter cover only elementary and secondary school education.

Closely aligned with the social covenant are proposals for a "common market" and an "economic union." These proposals are intended to ensure the mobility of persons, goods, services and capital by prohibiting government mobility restrictions. Presumably, they might apply to both students seeking to study and professors wishing to do professional work outside their home province.

However, in the case of the economic union elected governments would retain authority to decide how mobility — along with the companion goals of full employment, a strengthened economic union and a reasonable standard of living for all Canadians — can best be fulfilled. Furthermore, the common market proposal would contain exceptions reflecting concerns about social programs and employment standards being defined as a restriction to economic mobility.

Associated with this was the federal government's proposal to entrench property rights. CAUT and many other organizations have been suspicious of this proposition because of its possible effects on equality rights and other social programs. The Dobbie-Beaudoin Committee split on this matter, with the opposition parties opposing the idea. It is conceivable that an entrenched property right might make tenure a property right under the Constitution as in the United States.

Research

There are two direct references to research in "A Renewed Canada". One finds the first reference in the recommendation that a reformed Senate have the power to ratify the appointment of various federal agency heads. These include the heads of the three research councils, the National Library, the National Archives, the national museums and the Canada Council. CAUT had recommended to the committee that the research agency heads be added to the list as originally framed by the federal government last fall.

There is also a rather off-hand reference in the original federal proposal to maintaining the existing federal research and development capacity. It is hardly a ringing endorsement of the federal role in research, which has been paramount in the development of university research in Canada. Dobbie-Beaudoin repeats these words without

comment. The Liberals and the NDP apparently agreed to this relegation of research to limbo.

Culture

As is the case for all of the items discussed above, the Dobbie-Beaudoin committee sees roles for both the federal and provincial governments in culture.

For the committee, "it is quite clear that there are many aspects of Canada's artistic or cultural life that can be dealt with only at the federal level". Of particular note for academics is that federal institutions such as the National Library and the Canada Council are defined as "cultural treasures which foster the development of the Canadian identity and are a source of pride for all Canadians".

Other cultural matters that are considered as being in the federal realm are copyright, broadcasting, taxation measures that support the arts and the signature of trade agreements that permit vulnerable cultural industries to survive.

A federal role in culture does not preclude a role for the provinces. In the committee's view, "although culture is not an enumerated head of power, cultural activities have a direct relationship to provincial jurisdiction over education, property and civil rights, and matters of a local or private nature in the province".

As a result the committee recommends that Quebec's legislative jurisdiction over cultural affairs be "explicitly affirmed" in the Constitution, with the same option being left open for the other provinces. It also proposes that the federal government and Quebec negotiate cooperative arrangements on culture. These arrangements would define the "respective roles in funding activities and identify those funds that should be transferred to the province... subject to the ability of the federal government to maintain programs clearly identified as related to national objectives".

Privacy

The committee raises the issue of enshrining the right to privacy in the Constitution. In diplomatic terms, it states that "some government members of the committee support the entrenchment of a right to privacy. The opposition members disagree".

While privacy may seem like a straightforward matter of individual human rights, constitutional entrenchment poses a difficult question. If privacy is enshrined, does that mean that it would take precedence over the right of access to federal government information? Unless the right of access is also enshrined, it would seem that the answer to this question is yes.

Given Ottawa's tendency to define public access to government information in the most restrictive manner possible, this would inhibit the proper functioning of our parliamentary system. It would also pose serious information access problems for academics attempting to conduct even the most innocuous research. This is contrary to CAUT's efforts over the years to maximize legitimate access to information that Canadians have paid for with their tax dollars.

For more information on "A Renewed Canada" or other CAUT lobbying questions, contact Robert Léger or Tim Stutt (CAUT Government Relations Officers) by telephoning (613) 237-6885.

GST — a chilling penalty

In Time To Seek End To GST On Books (letter — Feb. 29), Fred Wilson of the Canadian Association of University Teachers missed the most chilling aspect of the GST's impact on reading materials.

To send subscription materials into Canada, a foreign publisher must collect and remit the GST to the Canadian government. The substantial costs of this taxing endeavour are of course passed on to the Canadian subscriber, along with the seven per cent tax. The result is subscription fee differentials of vastly more than the seven per cent nominal rate itself.

Nowhere is this differential higher than in high-end technical journals, newsletters and magazines.

The fixed costs must be paid by a very small group of readers. One publication I subscribe to is \$20 to a U.S. address and \$100 delivered to Canada.

In our business of computer training, it is either be current or be dead. At a time when the federal government is parroting words about training to join the 21st century economy, it has placed a chilling penalty on the information "lifeblood" of that race.

John Altan, Sarnia, Ont.

Reprint of a Letter to the Editor in the Globe and Mail, Mar. 11, 1992, with permission from the author. CAUT would welcome further concrete examples of how the GST harms research (Ed.)

Enseignement postsecondaire: un Canada renouvelé susceptible de modifier les rôles

par Tim Stutt
agent des relations avec les
gouvernements, ACPU

Après des mois de tergiversations, le comité Beaudoin-Dobbie sur la réforme constitutionnelle a rendu public son rapport intitulé *Un Canada renouvelé*. Certaines recommandations, si elles sont adoptées, vont modifier le rôle des gouvernements fédéral et provinciaux dans le domaine de l'enseignement postsecondaire.

Ces recommandations portent sur le financement de l'enseignement postsecondaire, la formation de la main-d'œuvre, la recherche, trois questions que l'ACPU a défendues avec vigueur, le pacte social et le droit à la vie privée.

Les crédits fédéraux au titre de l'enseignement postsecondaire

Les premières propositions du gouvernement fédéral passaient sous silence les programmes sociaux déjà en place qui sont financés conjointement par les deux paliers de gouvernement, entre autres, l'enseignement postsecondaire, l'assurance-maladie et l'aide financière aux étudiants. Les Conservateurs ont proposé que les nouveaux programmes sociaux reçoivent l'assentiment de sept provinces représentant 50 p. 100 de la population.

La commission Beaudoin-Dobbie, dans son rapport, rejette du revers de la main cette proposition et recommande que le gouvernement fédéral continue de subventionner l'enseignement postsecondaire:

«Nous reconnaissons que la santé, l'éducation et les services sociaux relèvent de la compétence des provinces. Le gouvernement fédéral a instauré des programmes pancanadiens dans certains de ces secteurs et nous croyons qu'il devrait continuer à les exécuter.»

Toutefois, le comité a également laissé entendre qu'il n'était pas nécessaire que l'avenir soit une répétition du présent:

«Un besoin de coordination et de coopération intergouvernementale se fait clairement sentir lorsque le fédéral exerce son pouvoir de dépenser dans des domaines qui relèvent de la compétence exclusive des provinces. Nous faisons ces affirmations tout en reconnaissant, bien sûr, l'importance du pouvoir fédéral de dépenser, surtout à l'égard des provinces plus petites et moins peuplées.»

Notre système parlementaire, cependant, est déficient en ce sens qu'il n'encourage pas la coopération intergouvernementale. En effet, en raison du principe constitutionnel de la suprématie parlementaire, le Parlement ou les assemblées législatives ne sont pas liés par les ententes intergouvernementales.

Le cas des accords à frais partagés comme le Financement des programmes établis au titre de l'enseignement postsecondaire a créé des divergences d'opinion quant aux décisions unilatérales du fédéral et le transfert aux provinces des deniers fédéraux. Pour régler le problème, le comité propose la solution suivante:

«Nous recommandons que le gouvernement fédéral et les provinces se concertent afin d'établir une procédure de modifications des conditions des programmes à frais partagés actuels. Nous croyons par exemple qu'on pourrait envisager de fixer les conditions des programmes aux termes d'un accord intergouvernemental exécutoire pour une période de quatre à cinq ans. Selon nous, cette formule ne

diminuerait pas les pouvoirs du Parlement et dissiperait bon nombre des inquiétudes des provinces.»

Le langage législatif qu'il propose pour mettre en œuvre sa recommandation semble s'appliquer aux nouveaux programmes et permettrait au gouvernement fédéral de conclure des ententes avec une province ou un groupe de provinces pendant une période de temps stipulée dans les accords.

Le comité n'a pas trouvé la formule pour incorporer les programmes déjà en vigueur comme le FPE. Il ne donne pas non plus de solution au problème créé par les tribunaux qui ont jugé que le gouvernement fédéral pouvait implicitement modifier unilatéralement les programmes du FPE.

L'ACPU recommande instamment, par conséquent, que ces deux points soient éclaircis. L'ACPU estime que la réforme constitutionnelle devrait préciser que les accords actuels ne dureront que cinq ans. On contournerait ainsi le jugement des tribunaux.

En septembre dernier, le Conseil de l'ACPU, qui se compose de représentants de toutes les associations de professeurs locales et provinciales membres, a accepté que l'ACPU fasse des pressions pour le maintien du partage des responsabilités entre le fédéral et les provinces quant au financement de l'enseignement postsecondaire. Il a posé comme condition que des ententes particulières soient conclues avec le Québec s'il le souhaite.

La formation de la main-d'œuvre

L'automne dernier, le gouvernement fédéral a proposé que l'on reconnaisse la formation de la main-d'œuvre comme une compétence provinciale exclusive. Le comité Beaudoin-Dobbie est d'accord avec ce projet. Il reconnaît également, toutefois, l'importance (de ces programmes fédéraux) pour certaines des provinces plus petites et s'attend à ce que le gouvernement fédéral continue «de fournir de nombreux services dans ces provinces».

Le comité appuie donc des modifications constitutionnelles qui permettraient à une province d'affirmer sa compétence législative exclusive en matière de formation de la main-d'œuvre. Si tel était le cas, les provinces devraient négocier avec le gouvernement fédéral une entente intergouvernementale pour définir les responsabilités fédérales et les normes des programmes. L'entente déterminerait également les limites du pouvoir de dépenser du fédéral dans la province en matière de formation de la main-d'œuvre, lesquelles limites devraient recevoir l'aval des deux paliers de gouvernement.

Les ententes intergouvernementales en matière de formation de la main-d'œuvre seraient assujetties à cinq principes directeurs:

- que la compensation financière versée à une province soit effectivement affectée à la formation;
- que la part des fonds fédéraux consacrés à la formation de la main-d'œuvre allouée à une province témoigne de ses besoins relatifs et ne soit pas fondée sur la population, l'emploi ou la production;
- que les accords intergouvernementaux respectent les obligations du fédéral en matière de formation des autochtones et en matière de langues officielles;
- que la capacité du gouvernement

fédéral de légiférer en matière de formation de la main-d'œuvre ne soit pas diminuée dans ses domaines de compétence exclusive, qu'il s'agisse d'assurance-chômage ou de tout autre pouvoir; et

- que le rôle du secteur privé soit accru en matière de formation et de normes.

L'ACPU et les autres membres de la Coalition pour l'enseignement postsecondaire estiment que la formation de la main-d'œuvre devrait demeurer une responsabilité partagée. Le groupe a exercé de vigoureuses pressions, non sans un certain succès, afin que la proposition originale du fédéral soit modifiée. Celle du comité Beaudoin-Dobbie, cependant, peut fort bien amener les bureaucraties provinciales à réclamer les pouvoirs qui leur sont offerts sans tenir compte des conséquences sur les collèges communautaires.

Des centaines de millions de dollars réservés aux programmes des collèges communautaires sont en jeu dans ces discussions. À aucun moment le gouvernement fédéral ne s'est engagé à les financer dans le cas où les provinces s'en verraient attribuer la compétence exclusive. On laisse ainsi entendre que les crédits fédéraux au titre du FPE seraient transitoires. Il est donc surprenant que les membres libéraux et néo-démocrates du comité Beaudoin-Dobbie aient gâché cette proposition sans broncher et que le parti néo-démocrate ait choisi de ne pas écouter le point de vue de deux syndicats importants, le Syndicat canadien de la fonction publique et le Syndicat national de la fonction publique provinciale.

À remarquer en outre que le comité recommande que les fonds fédéraux en matière de formation de la main-d'œuvre soient effectivement affectés à ce domaine. Il y assortit d'ailleurs d'autres conditions. Depuis des années, les Conservateurs soutiennent qu'il est inconcevable que les mêmes conditions soient imposées aux crédits du FPE au titre de l'enseignement postsecondaire.

La charte sociale, la mobilité et l'union économique

Les premières propositions fédérales ne prévoyaient pas de charte sociale.

Pour satisfaire les tenants d'une charte sociale, en particulier le parti Néo-démocrate, le comité Beaudoin-Dobbie prône la création d'un pacte social. Le pacte permettrait de «répartir équitablement les fruits de notre nouvelle efficacité par l'avancement des objectifs sociaux auxquels nous souscrivons en tant que Canadiens».

Un pacte social favoriserait l'universalité des soins de santé, des services sociaux et des prestations sociales adéquates, une éducation de haute qualité, le droit des travailleurs à la négociation collective et un environnement sain. Selon le comité, ces engagements sociaux expriment non des «objectifs, mais des droits», et leur concrétisation devrait continuer de relever des gouvernements élus.

Le comité n'explique pas si une «éducation de haute qualité» comprend également l'enseignement postsecondaire. Toutefois, il importe de souligner que le gouvernement ontarien, dans ses propositions constitutionnelles, a recommandé que la charte sociale ne s'applique qu'aux secteurs élémentaire et secondaire.

Par ailleurs, la proposition d'un «parach commun» et d'une «union

économique» est intimement liée au pacte social. Les deux notions proposées visent à assurer la mobilité des personnes, des biens, des services et des capitaux et à interdire aux gouvernements de dresser des barrières territoriales. Nous présumons que cette proposition pourrait s'appliquer tant aux étudiants voulant poursuivre des études à l'extérieur de leur province qu'aux professeurs désirant travailler hors de leur province.

Toutefois, dans le cas de l'union économique, les gouvernements élus conserveraient le pouvoir de décider des meilleurs moyens de garantir la mobilité, de viser le plein-emploi, de coopérer au renforcement de l'union économique et d'assurer un niveau de vie décent à tous les Canadiens. De plus, la proposition relative au marché commun contient des exceptions reflétant les préoccupations soulevées au sujet des programmes sociaux et des normes d'emploi considérées comme une restriction à la mobilité économique.

Dans la même foulée, le gouvernement fédéral propose l'inclusion du droit de propriété dans la Charte canadienne des droits et libertés. L'ACPU et de nombreux autres organismes se méfient de la proposition en raison de ses effets possibles sur le droit à l'égalité et sur d'autres programmes sociaux. Le comité Beaudoin-Dobbie est divisé sur la question et les partis de l'opposition rejettent la proposition. Il est concevable que la permanence puisse devenir un droit de propriété en vertu de la Constitution, comme c'est le cas aux États-Unis, si ce droit est inclus dans la Charte.

La recherche

Le rapport *Un Canada renouvelé* fait directement référence à la recherche à deux reprises. La première mention est dans la recommandation de confier à un sénat réformé le pouvoir de ratifier les nominations des dirigeants d'un certain nombre d'organismes fédéraux, dont les trois conseils de recherche, la Bibliothèque nationale, les Archives nationales, les musées nationaux et le Conseil des arts. L'ACPU a recommandé au comité que les dirigeants des conseils de recherches soient ajoutés à la liste que le gouvernement avait dressée l'automne dernier.

La proposition originale du gouvernement fédéral mentionne le maintien de la capacité de recherche et de développement du fédéral sans trop y attacher de sérieux. Nous n'y voyons pas un vibrant appui du rôle du fédéral en matière de recherche qui a été d'une importance suprême dans l'essor de la recherche universitaire au Canada. Le comité Beaudoin-Dobbie répète ces mots sans y ajouter de commentaire. Il semble que les Libéraux et les Néo-démocrates aient accepté que la recherche soit jetée aux oubliettes.

La culture

Comme pour tous les points discutés précédemment, le comité Beaudoin-Dobbie considère que les deux paliers de gouvernement peuvent jouer un rôle dans la culture.

Pour le comité, il est clair que la vie artistique et culturelle présente bien des aspects qu'on ne peut régler qu'au niveau fédéral. Fait intéressant à noter pour les universitaires, les institutions fédérales comme la Bibliothèque nationale et le Conseil des arts «sont des trésors culturels qui favorisent le développement de

l'identité et sont source de fierté pour tous les Canadiens».

Parmi les domaines culturels considérés comme du ressort du fédéral, citons le droit d'auteur, la radiodiffusion, les mesures fiscales qui soutiennent les arts et la signature des accords commerciaux qui assurent la survie à des industries culturelles précaires.

Le comité estime que le fait que le gouvernement joue un rôle en matière de culture n'empêche pas pour autant les provinces d'en jouer un. Selon lui, «bien que la Constitution ne fasse pas relever explicitement la culture des provinces, les activités culturelles se rattachent directement aux compétences des provinces en ce qui a trait à l'éducation, à la propriété et aux droits civils ainsi qu'aux questions d'une nature purement locale ou privée».

En conséquence, le comité recommande que le pouvoir législatif du Québec en matière culturelle soit «explicitement affirmé» dans la Constitution et que les autres provinces aient la possibilité de le faire également. Il propose en outre que le gouvernement fédéral négocie avec le Québec un accord intergouvernemental qui «déterminerait le rôle des gouvernements fédéral et provinciaux dans le financement des activités, et les fonds qui doivent être transférés à la province (...) sous réserve de la capacité du gouvernement fédéral de maintenir les programmes clairement motivés par des objectifs nationaux».

Le droit à la vie privée

Le comité soulève la question de l'inclusion du droit à la vie privée dans la Constitution. Avec diplomatie, il signale que «plusieurs membres du Comité du parti ministériel croient que la Charte canadienne des droits et libertés devrait être modifiée pour y inclure le droit à la vie privée. Ceux de l'opposition ne partagent pas cet avis.»

Bien que le droit à la vie privée semble être une question simple relevant des droits de la personne, son inclusion dans la Constitution, par contre, pose un problème difficile. En effet, si cette proposition se concrétise, le droit à la vie privée aura-t-il préséance sur le droit à l'accès aux renseignements fédéraux? La réponse semble être affirmative à moins que le droit à l'accès à l'information soit aussi constitutionnalisés.

Si l'on tient compte du fait que le gouvernement fédéral est enclin à définir l'accès à ses documents dans le sens le plus restrictif possible, le fonctionnement de notre système parlementaire s'en trouverait entravé. De plus, les universitaires auraient de la difficulté à obtenir des renseignements pour leurs recherches même les plus innovatrices. Cette proposition est contraire aux efforts que l'ACPU a déployés au cours des ans pour permettre aux Canadiens l'accès légitime à l'information, une information qu'ils ont payée de leur poche de contribuables.

Pour obtenir des renseignements supplémentaires sur le rapport *Un Canada renouvelé* ou sur d'autres questions de lobbying, s'adresser à Robert Léger ou à Tim Stutt, agents des relations avec les gouvernements, au (613) 237-6885.

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Ontario Council reports high PhD dropout rate

By Mark Langdon

High Ph.D. attrition chronic by Ontario report

According to a recent report by the Ontario Council of Graduate Studies, about 40 per cent of students in Ph.D. programs never graduate. The report, based on data provided by the Ministry of Colleges and Universities, indicates that less than 50 per cent of students in the humanities and social sciences graduate within 10 years, compared to 70 per cent of science students.

William McLachie, Queen's University's dean of graduate studies, said that the data is "fairly typical" of the situation at Queen's and that he is "certainly concerned about the dropout rate." Several committees at the university are currently examining graduate student issues, including student-supervisor relationships.

He noted that students in the social sciences and humanities are probably more likely to quit because of the fact that they are often "solitary scholars" who may not keep up regular contact with supervisors or other students and may consequently lose their motivation.

Negotiations ongoing at Memorial

Negotiations between the faculty association and administration at Memorial University are "going extremely slowly," according to the Greg Kealey, a media relations official for the MUNFA Negotiating Committee. At the time of writing, the Liberal government's budget was expected in late March and Kealey said that the wait for the provincial budget has promoted "total uncertainty" and "put all of collective bargaining into a holding pattern."

On the important issue of step wage increases, Kealey indicated continued frustration with the government's rigid interpretation of Bill 16, the legislation which imposes a wage freeze. He said: "Our legal advice was that steps (step increases) were legal under Bill 16. Bill 16's language does not prevent progress through the scale but does prevent scale increases."

In an effort to demonstrate that Memorial's professors are comparatively underpaid, the faculty association recently published Statistics Canada data on salaries at several Canadian universities. According to the faculty association the data indicate that "while Memorial faculty received the largest per cent increase in Canada between 1987-88 and 1990-91, we are still at the bottom of the pile when compared to other Canadian universities of similar size."

This salary discrepancy cuts across age groups, which dispels the notion that lower salaries at the university are the product of a younger faculty. According to the faculty association, "... faculty at Memorial who are over 60 are being paid salaries that are equivalent to those earned by 50 or 54-year-olds at most other Canadian universities."

This is particularly scary for those close to retirement in the highest age categories. Not only will their lifetime earnings be significantly less than faculty at other universities but,

because pensions are based on earnings, their retirement earnings will likewise be the lowest in Canada."

Another issue that is brewing at the university involves entrance standards. Historically, Memorial has had the most generous entrance requirements of any university in Canada. However, over the years, faculties themselves have imposed higher standards for students wishing to major in particular disciplines.

Therefore, in addition to drop-outs, a problem has developed with significant numbers of marginally qualified students who are able to remain in the university but are unable to major in any discipline. The recent funding squeeze has raised some debate about whether entrance requirements should be increased to decrease enrolments. If this course of action were pursued it would represent a philosophical change for the university.

Nova Scotia Faculty Associations urge protection of French at Université Sainte-Anne

The Nova Scotia Confederation of Faculty Associations (NSCUFA) has submitted an extensive brief to the Nova Scotia Working Committee on the Constitution, strongly supporting efforts to preserve the French language and culture outside Quebec, particularly through support for the Université Sainte-Anne. They argued that "post-secondary education should be available in the province in both official languages."

Other recommendations included:

- the protection of post-secondary education as a shared federal/provincial responsibility, through a constitutional amendment requiring that seven provinces with 50 per cent of the population agree to any federal government alteration or withdrawal from existing shared cost programs;

- the rejection of entrenching of property rights in the Constitution "because that status would upset the balance of many established relationships among legislated rights, and inhibit future changes in those balances;

- that the Working Committee should pay close attention to constitutional reforms which would positively address the systemic underrepresentation of women and other groups in our political and judicial institutions;

- and that the Working Committee should look at the division of powers with a view to determining what responsibilities can be most effectively discharged by the various levels of government.

Rae rails against federal budget

Following federal Finance Minister Don Mazankowski's budget, Ontario Premier Bob Rae repeatedly attacked both the contents of the document and the governing Conservative Party itself.

On Feb. 26, the day after the budget, Rae blasted the federal government for refusing to deal with the "crippling social crisis" that faces the province. He accused the federal government of breaking "a very clear moral law" which

states that the federal and provincial governments should be "50-50 partners" when dealing with social programs.

He also reiterated earlier complaints about the federal government's decision to cap its payments under the Canada Assistance Plan, arguing that it will cost the province \$4.5 billion in the 1992/93 fiscal year.

Both Rae and Treasurer Floyd Laughren were non-committal about the future state of the province's deficit, which is expected to be \$9.7 billion for the current fiscal year, and neither would rule out a tax increase.

The following day, during a visit by Saskatchewan's Premier Roy Romanow, Rae used stronger language, calling for the resignation of the Tory government, which he said "has run out of gas" and resembles "a burnt-out shell."

In the wake of Mazankowski's comment that Ontario should not raise taxes,

Rae countered that the federal government has "mismanaged the economy pathetically." He added: "They have walked away from paying their bills. And they have no business telling other people how to conduct their affairs."

Romanow said: "I totally support what Premier Rae says and I think most provincial premiers will too." The Saskatchewan Premier described the provinces as "victims of years of off-loading of national responsibilities, of national programs, on to our shoulders."

On Mar. 10 at a speech at Queen's University, Rae repeated his attack on the federal government, pointing out to the crowd of 800 students and professors that fiscal cuts will cost the Ontario government \$10.5 billion by the end of 1993.

He concluded that this situation will force the provinces "to renegotiate the very financial basis of Canada, because unless we do we won't have the tools we need to deal with the changes in our economy. But the critical assumption everyone has to understand is that we cannot assume that Ottawa will be there for us."

However, on a vague and somewhat divergent theme, Rae called into question attitudes within colleges, universities and hospitals. When asked about such funding by law students, he said: "Within the institutions themselves there is a tremendous reluctance to change and it is a fact of life that there is not a public institution in this province which could not be run more efficiently, including government."



Bob Rae

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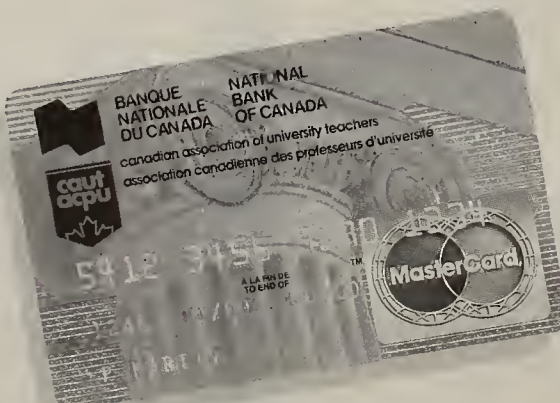
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Don't Resign: A Cautionary Tale

By Bernice Schrank
Chair, Academic Freedom &
Tenure Committee

Many cases are coming to our attention in which faculty members appear hesitant or have declined to use the grievance and arbitration/appeal mechanisms available to them under their collective agreements or special plans. These mechanisms are intended to provide fair procedures for dispute resolution when a colleague feels that her rights have been violated.

Consider: Colleague A is denied tenure on grounds that she regards as spurious and inconsistent with the criteria spelled out in the

relevant document governing tenure at her university.

Colleague A considers seeking the advice of her faculty association, but feels that such an approach is really a last and desperate tactic to be used only after she has tried all other, more personal approaches. Colleague A may believe that the faculty association is regarded suspiciously by the administration and using its resources may make a bad situation worse.

Colleague A then begins a series of personal interventions with the senior administration. Along the way, she is persuaded by the dean that if she foregoes using the

available appeal procedures, the dean will support her applications for positions elsewhere by providing favourable references. Believing strongly that she will have no difficulty finding another position, Colleague A follows the advice of the dean and accepts the denial of tenure without filing an appeal.

The faculty member soon finds that she is unable to find another job and suspects that the dean, instead of providing the promised favourable references, is actually advising potential employers that Colleague A is a troublemaker.

It now begins to dawn on Colleague A that giving up her

right of appeal was a bad idea. The faculty association is powerless to initiate any mechanism for redress, since Colleague A chose not to use the procedures in place under the relevant agreement.

Nevertheless, Colleague A feels understandably aggrieved and appeals to the Academic Freedom and Tenure Committee. This committee looks into the matter and agrees that there is a prima facie case of unfairness, and may even establish a formal Committee of Inquiry to look into the matter.

But even if the Committee of Inquiry finds substantial violations of CAUT policies, it will be difficult to remedy this situation. Since

Colleague A has already left the university, the university claims that it has no further obligations toward her. At best, there may be a possibility of some financial compensation, but it is hardly sufficient to make up for the loss of a career.

This is a cautionary tale. Colleagues in difficulty over tenure or any other matter should seek the advice of their faculty associations and the CAUT in a timely fashion, certainly before the deadlines for grievance and/or appeal have elapsed.

Don't give up lightly today what you will sorely miss tomorrow.

N'abandonnez pas vos droits: un récit édifiant

par Bernice Schrank
présidente du Comité de la liberté
universitaire et de la permanence
de l'emploi, ACPU

De nombreuses causes nous sont soumises dans lesquelles des professeurs semblent hésiter à recourir aux mécanismes de règlement de grief, d'arbitrage ou d'appel prévus dans leur convention collective ou régime spécial. Ou bien, ils ont tout simplement décidé de ne pas agir.

Ces moyens de défense visent à offrir aux collègues qui estiment que leurs droits ont été lésés des procédures justes pour résoudre le litige.

Voici un exemple: La collègue A s'est vu refuser la permanence pour des motifs qu'elle considère fallacieux et incompatibles avec les critères énoncés dans le document régissant la permanence à son université.

La collègue A songe à demander l'avis de son association de

professeurs mais elle pense qu'elle devrait la consulter en dernier recours et seulement lorsqu'elle aura épuisé toutes les autres démarches, plus personnelles celles-là. Il se peut que la collègue A croit que l'administration se méfie de l'association de professeurs et, qu'en faisant appel à ses services, elle pourrait empirer la situation.

La collègue A entame alors une série de démarches personnelles auprès des cadres supérieurs de l'université. A un moment donné, le doyen la persuade de ne pas recourir aux procédures d'appel qui lui sont offertes. En retour, il lui promet d'appuyer sa candidature à d'autres postes en lui fournissant des références favorables. Ferme ment convaincue qu'elle se trouvera un autre poste facilement, la collègue A suit le conseil du doyen et accepte de ne pas en appeler de la décision de lui refuser la permanence.

Rapidement, elle découvre qu'il lui est impossible d'obtenir un autre poste et soupçonne le doyen de ne pas avoir tenu sa promesse. Elle croit qu'il lui fait une réputation de faultrice de troubles auprès des futurs employeurs au lieu de leur soumettre des commentaires positifs comme il l'avait promis.

Elle commence à regretter sa mauvaise décision d'avoir abandonné son droit d'appel. L'association de professeurs n'a pas le pouvoir de demander réparation pour elle puisque la collègue A a choisi de ne pas recourir aux procédures prévues dans la convention collective.

Néanmoins, la collègue A se sent lésée dans ses droits et cela se comprend. Elle décide de faire appel au Comité de la liberté universitaire et de la permanence de l'emploi. Il étudie l'affaire et convient, a priori, qu'il y a eu injustice. Il peut même former un

comité d'enquête officiel pour examiner l'affaire.

Toutefois, même si le comité d'enquête découvre que les politiques de l'ACPU ont été considérablement violées, il lui sera difficile d'obtenir réparation. Comme la collègue A n'est déjà plus à l'emploi de l'université, l'administration prétend qu'elle n'a plus d'obligations envers elle. Au mieux, la collègue A pourrait obtenir un dédommagement qui ne suffira pas à compenser une carrière perdue.

Ce récit est édifiant. Les collègues qui éprouvent des problèmes en matière de permanence ou pour autre chose devraient consulter leur association de professeurs et l'ACPU au moment opportun, certainement avant la fin du délai d'appel ou du règlement de grief.

N'abandonnez pas à la légère ce que vous pourriez regretter amèrement plus tard.

Bank chairman says foreign students an asset

Bank of Nova Scotia chairman
Cedric Ritchie:

There are vast new growth opportunities in the developing countries that we cannot afford to overlook.

We should be doing all we can to encourage students from these countries to take their university education here. There is no more effective way to enhance our reputation with those who, later in life, will often be the key contact in an export deal or the right person to represent a Canadian firm abroad.

Unfortunately, the number of foreign undergraduates in

Canadian universities has fallen sharply in recent years. One reason is not hard to find. During the past decade, tuition for a foreign student enrolled in a commerce degree in Ontario rose more than 220 per cent, as against 67 per cent for domestic undergrads. The differential varied among provinces, but the pattern is the same.

This is hardly the way to build a global network of influential people with a lasting fondness for and knowledge of Canada.

(Reprinted with permission from the *World Repeating column* Feb. 27, 1992, of the *Globe and Mail*)

Governance issues for May Council

Information to assist the Independent Study Group with its discussion of Senates and Academic Administrators should be sent to Robert Moore at the CAUT office.

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Update: Librarians' Release Time

The Librarians' Committee discussed the issue of release time for the purpose of individual research, special projects, study, and continuing education at both its November and March committee meetings in Ottawa. Release time for librarians may encompass a variety of leave opportunities such as sabbaticals and independent research.

It also encourages such professional activities as attendance at conferences and workshops, participation in library associations and educational enrichment through courses of study.

Early in 1992 the committee proposed that a survey of Canadian libraries be conducted in order to obtain information on the current status of release time in Canadian academic libraries.

In addition, the committee became aware that at some institutions, librarians may be taking advantage of general leave provisions provided in their collective agreements in the absence of negotiated release time. Others may be seeking release time in cooperation with library managements outside of current contracts. Librarians who have successfully negotiated some form of release time in the past three years include those at Laurentian, Memorial, Concordia, Wilfrid Laurier and York Universities, and at the University of Regina. At all of the above universities, librarians have gained release time provisions in their respective collective agreements.

At its March meeting, the Librarians' Committee proposed a draft model clause on librarian release time to the Coop for preparation of a final version.

Le point sur le dégage ment des bibliothécaires

Lors de ses réunions de novembre et de mars tenues à Ottawa, le Comité des bibliothécaires s'est penché sur la question du dégage ment des bibliothécaires à des fins de recherches, de projets particuliers, d'études et de formation continue. Le dégage ment peut consister en différentes sortes de congé, notamment le congé sabbatique et le congé de recherche indépendante. Il encourage également les activités professionnelles, entre autres la participation à des colloques et à des ateliers, à des associations de bibliothécaires et au perfectionnement professionnel.

Au début de 1992, le comité a proposé de mener une enquête auprès des bibliothèques canadiennes pour faire le point sur la question du dégage ment dans les bibliothèques universitaires. En outre, le comité s'est rendu compte que les bibliothécaires, dans certaines universités, peuvent profiter de dispositions générales sur les congés prévues dans leur convention collective en l'absence d'un dégage ment négocié. D'autres peuvent demander un dégage ment en collaboration avec la direction de la bibliothèque non prévu dans la convention.

Au cours des trois dernières années, des bibliothécaires des universités Laurentienne, Memorial, Concordia, Wilfrid Laurier et York ainsi que de l'Université de Regina ont réussi à négocier un dégage ment quelconque. Les bibliothécaires de ces universités ont pu inscrire dans leur convention collective respective des dispositions de dégage ment.

Le Comité des bibliothécaires a proposé à sa réunion de mars un modèle de clause sur le dégage ment des bibliothécaires qui sera soumis à la Coopérative en vue de la rédaction d'une version définitive.

Les transferts pour l'enseignement postsecondaire et le budget fédéral

par Robert Léger
agent des relations avec les
gouvernements, ACPU

Il est reconnu que le système des transferts fédéraux-provinciaux mérite d'être réexaminé. Depuis un an, des pourparlers ont eu lieu avec les provinces au sujet de toute une série de questions portant sur l'avenir des accords fiscaux fédéraux-provinciaux, couvrant à la fois les principaux programmes de transferts et les questions fiscales.

En ce qui concerne les transferts (aux fins du Financement des programmes établis (FPE)), on s'est entendu avec les provinces sur un processus permettant de faire avancer les consultations. Le gouvernement fédéral se livrera à un examen approfondi, de concert avec les provinces, des réformes susceptibles d'être apportées aux principaux programmes de transferts fédéraux-provinciaux (la péréquation, le Financement des programmes établis et le Régime d'assistance publique du Canada). Ces réformes ont pour but non seulement d'adapter les transferts aux réalités économiques et financières des années 90, mais aussi de rendre les transferts plus efficaces, si la chose est possible, pour répondre aux besoins et aux priorités des Canadiens. Les discussions relatives à la mise à jour et au renouvellement du programme de péréquation sont déjà bien avancées; elles représentent également un enjeu important pour les citoyens canadiens; aussi le gouvernement annoncera-t-il en temps et lieu un processus de consultations publiques.

Vous n'avez pas lu ce qui précède dans le budget de Monsieur Mazankowski? Ce n'est pas surprenant, ce n'y était pas! Ce texte est tiré du budget de février

1991 (pp. 78, 79) préparé par Michael Wilson. Le nouveau ministre des Finances a donc décidé "d'oublier" ce qui avait été proposé par son prédécesseur. Et pourtant, Dieu sait si le besoin de réforme se fait sentir au niveau des transferts aux provinces. Qu'en on juge:

Le budget présenté par Don Mazankowski n'apporte aucun changement sur la question des transferts pour l'enseignement supérieur et la santé. Ce fait pourrait nous laisser croire que tout va maintenant pour le mieux dans les universités. Ce qu'il importe de ne pas oublier, c'est que le gel de ces transferts annoncé dans les budgets précédents continue de s'appliquer. D'ailleurs le Budget note que les "économies cumulatives" causées par le gel du Financement des programmes établis (FPE) (santé et enseignement postsecondaire) s'élèvera à 11 429 milliards de dollars pour la période de 1990-91 à 1995-96 (p. 80). Les différentes mesures prises par les Conservateurs depuis 1986 provoqueront des "économies" pour le gouvernement fédéral de 1,6 milliards de dollars en 1992-93 au titre de l'enseignement postsecondaire seulement. De 1986-87 à 1992-93, ces économies, ou pertes selon le point de vue, atteindront environ 4,8 milliards de dollars pour l'enseignement postsecondaire. Dans ce qui précède, nous comparons les transferts (impôts et en espèces) reçus avec ce que les provinces auraient dû recevoir n'eût été de la réduction de 2 p. 100 en 1986 et du gel de 5 ans.

Comme on le sait, les transferts FPE sont sous deux formes: en impôt perçu par les provinces et en espèces venant du budget du gouvernement fédéral. Pour

l'enseignement postsecondaire, la réduction des transferts en espèces est de l'ordre de 8 p. 100 pour 1992-93 comparé à l'année précédente. Après la présentation du budget M. Wilson, Président de l'ACPU disait sur la question: «la réduction des transferts en espèces pour l'enseignement postsecondaire démontre bien ce manque d'intérêt du gouvernement pour l'éducation supérieure». Pour le président de l'ACPU, ces faits sont en contradiction avec une déclaration de M. Mulroney faite lors d'une réunion de son parti en août 1989:

The goal is a culture that is devoted to excellence, that gives our best and brightest in the arts and humanities and science a full shot at making their mark on the nation and the world.

Ils sont aussi en contradiction avec les thèmes du document fédéral "Bien apprendre...bien vivre".

Le gel des transferts a de plus en plus d'effets dans nos universités. Il

se traduit par des réductions des subventions des provinces aux universités, par des gels de salaire, etc. En d'autres mots, les effets pervers des politiques fédérales se font de plus en plus sentir dans la vie de tous les jours pour nos étudiants, nos professeurs et tous les personnels de nos universités et collèges.

Et le gel a d'autres conséquences, politiques celles-là. Plus haut nous disions que les transferts en espèces diminuaient chaque année d'une façon importante, comme l'illustre le graphique ci-joint. Ils diminuent tellement que dans quelques années les transferts en espèces seront nuls pour certaines provinces. Cela voudra dire qu'à toute fin pratique, le gouvernement fédéral sera sorti en douce du domaine du financement de l'enseignement supérieur...

Et ce n'est pas tout. Un des principes des transferts, c'est qu'ils sont "équitablement" pour les provinces en ce sens que le montant

total pour le FPE est le même pour chaque province par habitant. En d'autres mots, les transferts sont proportionnels à la population de chaque province. Certaines personnes pensent, non sans raisons, que les transferts devraient être calculés non par habitant, mais par étudiant. Ceci est une autre question qui dépasse le but de cet article. Retenons cependant, que lorsque les transferts en espèces deviendront nuls pour certaines provinces, le principe de l'équité par habitant sera détruit. Ainsi en l'année 1996-97, le Québec recevra en transferts en impôt seulement environ 234,76\$ par habitant. Les autres provinces recevront en impôt et en espèces 224,67\$ par habitant environ. Plus tard, ce sera au tour de l'Ontario de se joindre au Québec et de recevoir plus.

L'an dernier, on aurait pu croire que M. Wilson voulait régler ces questions en suggérant une réforme du système.

Le nouveau ministre des Finances ne semble pas du même avis.

Ottawa slashes EPF transfers — abolishes ECC, stabilizes research funds, merges SSHRCC

continued from page 1

Minister of Justice, Kim Campbell, protesting the elimination of the program. "I believe," she wrote, that I can say with complete confidence that the public has unquestionably received full value for its money..." The program cost \$2.5 million a year. The Conservative Chair of the Commons Human Rights Committee, Dr. Bruce Halliday, wrote the Prime Minister to protest but, according to the *Citizen*, the Multiculturalism Minister, Gerry Weiner, replied that the program had outlived its usefulness and the provinces would have to step in to fill the gap.

Mr. Mazankowski also tried a bit of sleight of hand with the question of student aid. He immediately abolished the grace period for interest on student loans and announced a scheme to recover bad debts by way of the income tax act. He then said that the

three per cent tax on student loans would be abolished provided there were successful negotiations with the bankers, i.e. so that the interest rate would go up.

There was, in fact, no promise that all the savings in this area would go to increase student aid, as the Secretary of State has been saying for months would happen, and the budget papers credit the "savings" to the general revenue.

In a parallel move, Benoît Bouchard announced that the government would not bring in a national child care plan as the Conservatives had promised in the last election. CAUT, along with many other organizations, favours a national public child care plan. "The Tory budget shows a remarkable contempt for the university world by the Conservative government", said the President of CAUT, Professor Fred Wilson.

Un budget qui s'en prend aux universités

suite de la page 1

l'infrastructure, des laboratoires et des bibliothèques des universités.

Cédant aux pressions du Reform Party, M. Mazankowski a également aboli plusieurs instituts et organismes de recherches indépendants. Cette décision ne découle d'aucune consultation avec le milieu universitaire et de la recherche. La communauté universitaire estime que les plus importants organismes sont le Conseil des sciences du Canada, la Commission de la réforme du droit et le Conseil économique du Canada. Ils entretenaient tous des liens importants avec les universités en matière de recherche et certains offraient même des programmes de recherches pour les étudiants.

Le gouvernement soutient que les universités peuvent prendre la relève mais ne leur a affecté aucun budget pour y parvenir. La question est discutée plus avant dans l'article de Tim Sturt sur la recherche.

La décision qui aura les effets les plus immédiats a trait au projet de fusionnement du Conseil de recherches en sciences humaines (CRSH) et du Conseil des arts. Les humanistes ou les spécialistes des sciences sociales n'ont pas été consultés à ce sujet. Rien n'est venu expliquer comment ce fusionnement mettra en valeur la recherche au pays. Il semble d'ailleurs que M. Mazankowski n'ait même pas pris la peine de consulter sérieusement les ministres compétents.

La situation contraste grandement avec la vaste consultation que le gouvernement libéral avait tenue dans les années 1970 au moment de la création du CRSH. La décision du ministre des Finances a donc incité l'ACPU à demander au Comité permanent de l'industrie, de la science et de la technologie, du développement régional et du Nord de la Chambre des communes de mener une enquête.

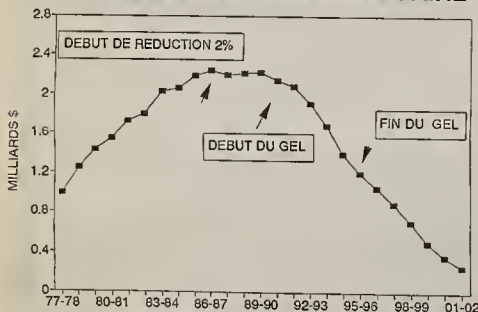
Le gouvernement a également aboli le Programme de contestation judiciaire, une décision à laquelle l'ACPU s'oppose vigoureusement. Le quotidien *The Ottawa Citizen* a rapporté que l'ancienne juge en chef, Mme Bertha Wilson, a écrit à la ministre de la Justice, Mme Kim Campbell, pour protester contre l'élimination du programme. «Je crois, a-t-elle écrit, que je peux dire en toute confiance que la population, sans l'ombre d'un doute, en a eu pour son argent (...).» Le programme coûtait 2,5 millions de dollars par année. Le président du comité de la Chambre des communes sur les droits de la personne, M. Bruce Halliday, qui est un Conservateur, a écrit au premier ministre pour s'élever contre l'abolition du programme. Cependant, d'après le *Citizen*, le ministre du Multiculturalisme, Gerry Weiner, lui a répondu que le programme avait fait son temps et qu'il revenait maintenant aux provinces de prendre la relève.

M. Mazankowski a aussi tenté un tour de passe-passe en ce qui concerne l'aide financière aux étudiants. Il a aboli la période d'exonération d'intérêt sur les prêts d'études et a annoncé une formule de récupération des défauts de paiement au moyen de la loi de l'impôt sur le revenu. Il a ensuite ajouté que la taxe de trois pour cent sur les prêts d'études serait supprimée à condition que les négociations avec les institutions bancaires portent fruit, de manière à hausser les taux d'intérêt.

A ce chapitre, de fait, le ministre n'a pas promis que les économies effectuées permettraient d'augmenter l'aide financière aux étudiants, comme le secrétaire d'Etat s'est plu à le répéter pendant des mois. Les documents budgétaires créditent aux recettes générales les «économies» réalisées.

Le président de l'ACPU, M. Fred Wilson, a déclaré que le budget des Conservateurs montrait jusqu'à quel point le gouvernement conservateur méprise le milieu universitaire.

TRANSFERTS EN ESPECES POUR L'ENSEIGNEMENT POSTSECONDAIRE



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May 30, 1992

ALL WELCOME

Ottawa attacks independent research agencies

By Tim Stutt
Government Relations Officer, CAUT

The three federal research councils will receive an average operating budget increase of four per cent, and funding for the Scientific Research and Experimental Development tax credit for private industry will be increased by \$230 million over five years. Funds for the granting councils will be stabilized at four per cent for the next four years.

But the academic community was also shocked to learn that the Science Council of Canada will be shut down and that the Social Sciences and Humanities Research Council (SSHRC) will be folded into the Canada Council within a year.

In announcing the Science Council shut-down, Finance Minister Don Mazankowski stated that science resources must be "rationalized to provide as much to researchers as possible and to minimize spending on overhead." He said that other advisory mechanisms, including the National Advisory Board on Science and

Technology (NABST) which is chaired by the prime minister, could fulfill the Science Council's advisory role to the federal government.

The Finance Minister added that the folding of SSHRC into the Canada Council will "further strengthen support for artistic and scholarly work by Canadians."

CAUT President Fred Wilson deplored the abolition of the Science Council. "I suspect that this action reflects fear of the agency's independence more than a desire to save money," he said.

He added that the university community will want to be assured that the merging of the SSHRC with the Canada Council will not lead to cuts in the research grants for university faculty. "There is no point in making bureaucratic changes," Professor Wilson said, "unless research grants increase."

Social Science Federation of Canada President Robert Stebbins noted that the SSHRC merger decision was made without any consultation with the academic community.

"In view of the extraordinary circumstances, the SSFC has

requested that the House of Commons Standing Committee on Industry, Science and Technology, Regional and Northern Development examine very closely the merging of the SSHRC with the Canada Council," President Stebbins said. "Such a decision cannot be made without proper consultation and study."

CAUT has made a similar recommendation to the committee.

Even one member of the federal government's own National Advisory Board on Science and Technology expressed his dismay about Ottawa's budget moves.

Nobel laureate John Polanyi said he was very sad and surprised to hear about the closing of the Science Council. "I would have thought that in this age that government is very much in need of arm's length advice on science policy," said the University of Toronto chemist in a Feb. 26 *Globe and Mail* article.

Details are sketchy concerning administrative changes slated for the Science Council shut-down and the SSHRC merger although the government subsequently

announced that Paule Leduc, President of SSHRCC, would become the head of the Canada Council and that it expected the merger to be complete by July. An interdepartmental committee has been created to map out the merger. The first layoffs at the Science Council could come as early as this month. Both the shut-down and the merger are part of the elimination or amalgamation of 46 federal agencies and commissions.

Among these organizations are several of interest to researchers and academics. They include the Law Reform Commission of Canada, the Economic Council of Canada, the Canadian Institute for International Peace and Security, the International Centre for Ocean Development, the Pay Research Bureau, the Canadian Environmental Advisory Council, the National Advisory Committee on Development Education and the Marine Advisory Board on Research and Development.

In a Feb. 27 *Ottawa Citizen* report, Canadian Chamber of Commerce President Tim Reid said that while his organization supports a government review of its agencies, independent think-tanks like the Economic and Science Councils are important to Canada's future prosperity.

Commenting on the closure of the Law Reform Commission, Canadian Bar Association President J.J. Champ characterized the federal

government's action as extremely shortsighted.

"The Commission costs \$4.8 million a year," President Camp noted, "and much of that is invested in the community in the form of research contracts which themselves promote academic excellence. The cost of outdated laws which hinder all Canadians in their daily business, on the other hand, is immeasurably higher."

Some foreign policy specialists view the demise of the Canadian Institute for International Peace and Security (CIIPS) as a genuine loss to foreign policy thinking.

In a March 7 *Ottawa Citizen* report, John Trent, head of the political science department at the University of Ottawa, praised CIIPS's publications, its analysis of international organizations like the United Nations and its "very creative research on the theory of conflict resolution."

"It seems to me they made \$5 million go a long way," Trent said.

Martin Rudner, a professor at Carleton University's Norman Paterson School of International Affairs, is quoted in the same *Ottawa Citizen* report as saying that the CIIPS was one of the few places in Canada to give young foreign affairs analysts a first crack at policy research work.

"There are no other outlets for the new generation of foreign policy thinkers and that's terrible," he said.

CSLP changes are give — and take

By Tim Stutt
Government Relations Officer, CAUT

After months of silence, the federal government has finally indicated what direction it wishes to take in reforming student aid.

In presenting the federal government's 1992-93 budget, Finance Minister Don Mazankowski announced changes in the Canada Student Loans Program (CSLP) intended to improve its efficiency and cut its default costs. The changes follow a private-sector consultant study of the CSLP that was submitted to the government early last year.

Ottawa will soon start negotiations with Canadian financial institutions to develop a new CSLP rate structure. Under this new structure, the six-month post-graduation interest subsidy will be eliminated. Beginning in the 1992-93 academic year, CSLP interest will be applicable from the date a student leaves school, but the first loan payment will continue to be due six months after leaving school.

The government also announced that the Income Tax Act will be amended to permit Revenue Canada to deduct money owed to the federal government from the tax refunds of those who default on their student loans.

The government hopes that the subsidy elimination, along with better loan default management, will save \$205 million over five years. It is expected that this will allow for the elimination of the three per cent "administrative fee" charged on loans negotiated since last August. However, this is conditional on successful negotiations with the banks which will, the budget says, result in a new rate structure with higher interest rates. The changes may also allow for an increase in the \$105 per week loan limit, which was set in 1983.

In addition to the CSLP changes, the Finance minister announced an increase in the Education Tax Credit from \$60 to \$80 per month for all full-time post-secondary students. Students with disabilities will be eligible to claim the \$80 credit regardless of whether they study full-time or part-time.

While welcoming the tax credit increase CAUT, the Association of Universities and Colleges of Canada (AUCC) and the Canadian Federation of Students (CFS) condemned the CSLP changes as

being inadequate to meet the financial needs of post-secondary students.

"We had been promised a policy document setting out such a reform," said CAUT President Fred Wilson. "The time has come to do something concrete for lower income students who are facing more and more difficult financial problems."

Professor Wilson deplored the six-month subsidy elimination as a move which will penalize low-income and middle-income students. He also welcomed the three per cent fee abolition, but noted that it is dependent on an agreement with financial institutions.

CFS Chairperson Kelly Lamrock added that the fee abolition is a "great victory for students, but it is marred by the decision to eliminate the six-month interest subsidy for graduating students."

"The government is worried about students defaulting on their loans," Lamrock said, "but doesn't the government know that more than 90 per cent of all student borrowers repay their Canada student loans? This doesn't look at all like the great reforms students were waiting for."

The AUCC said that the anticipated \$205 million saving from better default management and the termination of the interest-free period are described in the budget as part of Ottawa's general expenditure control plan. It also questioned why the government abolished immediately the interest-free period, but not the three per cent fee.

For the AUCC, these facts demonstrate the federal government's reluctance to reinvest the saving in student aid. The association urged Ottawa to make a clear and unequivocal commitment to a savings reinvestment. When CAUT met with Secretary of State Robert de Cotret last fall, he said that he was trying to convince his cabinet colleagues to do this. It is obvious that he failed.

Opposition MPs were also quick to question the worth of the CSLP changes. Liberal education spokesperson Ron Duhamel (St. Boniface) panned the budgetary announcement, saying that the changes represent the beginning of the privatization of the CSLP.

"Some clever person with a pencil figured the government could afford to eliminate the three per cent tax," said Duhamel in a Canadian

University Press interview, adding that the money that it makes in eliminating the six-month interest subsidy will equal the lost revenue from the administrative fee.

NDP education spokesperson Howard McCurdy (Windsor-Lake St. Clair) agreed, saying that Ottawa is "taking with one hand what it gives with the other." In addition McCurdy said that the government has vowed to "force students to assume the risk of student loans, probably through higher interest rates."

Each year, the CSLP provides \$630 million in government guaranteed loans to over 215,000 post-secondary students. Currently loan default costs since the CSLP's creation in 1964 are at about \$935 million, with the risk being completely borne by the taxpayer.

BUDGETS FOR AGENCIES

Science Council of Canada (1991-92)

Total budget — \$3.2 million Research budget — \$271,000

Economic Council of Canada (1991-92)

Total budget — \$11.2 million Research budget — \$7.5 million

Law Reform Commission of Canada (1991-92)

Total budget — \$4.7 million Research budget — \$1.8 million

Canadian Institute for International Peace & Security (1990-91)

Total budget — \$5.2 million Research budget — \$2.5 million



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Gender and University Teaching: A Negotiated Difference

by Anne Statham, Laurel Richardson and Judith A. Cook
State University of New York Press, 1991

Male and female professors are equally effective as university teachers, but their styles of teaching are different, especially as assistant professors. Young dedicated male teachers focus largely on techniques or technology which will make their teaching more cogent, while young dedicated female teachers are concerned with interpersonal relations with their students which will enhance their students' ability to learn.

Dedication to teaching decreases with higher rank, and does so especially rapidly for men. Full professors are least interested in their students compared to other ranks, and least involved in teaching. For them, excellence in teaching is often "not a priority," or "teaching takes up too much time." (Perhaps Stuart Smith should rethink his recommendation that more senior professors teach early undergraduate courses.)

When they are full professors, the women's teaching style is more like that of senior men than like that of assistant women professors. This may be because dedicated women teachers are denied tenure, or because most teachers as they age lose empathy with students, or because tenured women feel free to abandon sex-role expectations, or because young women today are more passionate about teaching than their predecessors.

All of the findings above are given in an extensive research project described in *Gender and University Teaching*. The authors, all professors of sociology, gathered data about how male and female professors teach from professors and students at a large Midwestern state university. About half of the 167 professors studied were women, and half the professors of each sex were categorized as from male-dominated or nonmale-dominated departments.

Information was collected from three sources: from unstructured interviews with the selected professors, from observations recorded from these professors' classrooms, and from evaluations and feedback from the students of these professors.

In many ways, the teaching of male and female professors is similar. They all spend most of their time in class presenting material. They are equally likely to use managerial practices, to correct themselves, to use teaching aids, to walk about the classroom making eye contact with all the students or to stand quietly behind a lectern.

However, the results also point up a number of anomalies. The challenge for the male professors is to lessen the authority between themselves and their students so that the students feel free in class to ask questions and offer opinions; the professors do this by such things as wearing casual clothes and sitting on their desks.

The challenge for the female professors is to exert authority, which may be assumed by some students to be lacking because of their sex. Women tend to give up some authority by having more student participation in their classrooms, but they win it back, along with student approval, by evaluating the correctness of students' comments. Students in women's classes had a significantly greater amount of total input and presented significantly more material.

Although the students rated their male and female professors equally highly, they judged them by different standards. For example, their acknowledgement of students' contributions increased the women professors' ratings, but decreased those of the men professors. The professors also exhibited sex-role stereotyping with the women less confrontational than the men. Among the men, those who admonished and interrupted students had increased student ratings.

The authors feel that the results reported in this book have important implications for universities. If a hiring committee is composed largely of men who lack a broad outlook, they may decline to hire a woman because they don't like the way she teaches, no matter how effective it is. Similarly, traditional student evaluation forms may only ask questions that address the way men teach, thus downgrading women's more personal style.

This book presents important new insights into university teaching as well as highlighting pedagogical differences between men and women. In light of Stuart Smith's impetus to encourage quality in university teaching, it should be widely read.

(Review by Anne Innis Dugg, *Independent Studies*, University of Waterloo, reprinted with permission from The Faculty Association of the University of Waterloo, FORUM)

Science as Social Knowledge: Values and Objectivity in Scientific Inquiry

by Helen E. Longino
Princeton University Press, 1990, 262 pp.

The debate on the status of scientific enquiry within the context of social and intellectual trends, and on the autonomy of methodological principles and practice from "outside" factors is an old one, going back at least as far as Dilthey and Windelband.

In the twentieth century, the issues have gravitated toward two poles: on the one hand, an internalist position which

asserts that good science, to be good, or indeed even to be science, must operate on a set of methodological principles, the sole end of which is progress toward the discovery of ultimate "truth"; and on the other, various forms of contextualism that assert the impossibility of a science independent of potentially non-rational influences, whether they be intellectual paradigms (as in Thomas Kuhn), or the dominance of a particular mode of thinking between disciplines (as in Foucault's discursive formations).

The former position has been formulated, in widely varying ways, by so-called logical positivists or radical empiricists such as Carl Hempel, Rudolph Carnap and Karl Popper. The latter, more historically-oriented outlook, is represented by, among others Kuhn and Paul Feyerabend, who in different ways reject the notion that science has proceeded, and can and does proceed, in a rigorously logical fashion toward the formation, evaluation and continuous testing of hypotheses through the empirical analysis of experience.

Helen Longino's important new book is not primarily, as she warns, "an attempt to mediate between conflicting views about the relation between science and values" (page 12), though in fact it succeeds in doing so rather well. Instead, it is an attempt to raise for discussion certain problems inherent in the relation between "values," especially social values, and method.

Longino's contention throughout is that all science is in one way or another constituted by social values. Unlike Kuhn, however, she does not regard this as a limiting factor on the pursuit of "good" science. As many of her examples show, the data provided by experiment and observation often make no sense except within a value-framework.

Hormonal theory is a case in point: the results of a test for "degree of interest in athletics" among two groups of women/girls, one exposed in utero to above-normal levels of androgen, and a control group not exposed, yield certain data, on which statistical tests can be brought to bear to determine levels of significance. But "absent any background theory or assumption, there is not much one could project from this data" (page 155). The background of values is in fact essential to the process of enquiry, not an insidious and vitating force. In sex-differentiation research, the principle of dimorphism remains embedded in the methodology. It does not, however, invalidate the methodology nor the results, though these remain subject to challenge.

What Longino says makes a good deal of sense. Writing from a feminist perspective, she is eager to establish (and this is the value behind her method) that the assumptions about sexual differentiation that guide anthropological, hormonal and psychological research can be nothing but social values, which change over time. And if the results of scientific enquiry are methodologically persuasive from the perspective of procedure, they are nevertheless subject to review from ideological or ethical positions which differ, without necessarily reducing the inquiry to the realm of bad science.

This is a very good book, recommended not only for philosophers of science, but for anyone interested in the principles of enquiry in the natural and social sciences. It is well written, save the author's recurrent habit of treating the word "data" as a singular, and some unfortunate miscitation in the bibliography where Brian Easlea's *Witch-hunting, Magic and the New Philosophy* is attributed to Keith Thomas. These are trivial errors in a rewarding and persuasive volume that will both revive and revise discussions of scientific method.

(Review by Daniel Woolf, Department of History, Dalhousie University, Nova Scotia)

Women Who Taught: Perspectives on the History of Women and Teaching

by Alison Prentice and Marjorie R. Theobald
University of Toronto Press, 1991

Teaching, one of the very few occupations open to "poor ladies obliged to work for pay," is the subject of this collected volume made up of eleven essays about the varied experiences of women who taught in Canada, the United States, England and Australia during the last two centuries. The introduction primarily addresses modern historians of education by summarizing several of the historiographical debates within the genre.

Let the impatient reader mistakenly conclude that this is only a book for academic specialists, fear not. The volume in general is actually essential reading for a much wider audience that includes any woman who already makes her living at the front of a classroom or who aspires to do so.

Reading these essays reminds the reader that enthusiasm for learning is frequently a passion that is transferred from one person to another, and so must be nurtured. This process of socialization was largely, though by no means universally or exclusively, the responsibility of women, most of whom were underpaid, overworked and denied the status accorded to their male counterparts and supervisors.

The variety of women's experiences in teaching is as varied as the women's motivations: scholarly passion played a part at times as did aspirations for upward mobility, economic necessity and lack of suitable alternative occupations.

Individual biographies like those of Mary Helena Stark, the Australian schoolteacher whose complaint against her low job classification was eventually heard by Supreme Court of Australia and debated in the Australian Parliament in 1888,

Lottie Bowron whose five-year stint as Rural Teachers' Welfare Officer (Women) in British Columbia offered "pastoral care to troubled female teachers" in isolated schools in the early 1930s, and Mossie May Kirkwood, one of the memorable women of her generation who, having caught the passion, was able to make a career for herself in a Canadian university, eventually becoming principal of her alma mater, St. Hilda's College, appear larger than life.

But accounts of their tramping the underbrush on the career path of education is no less fascinating than sociological analysis of the labour markets in which the fortunes of schoolmistresses and women teachers rose and fell independently of the lives of individual women.

Teaching became a socially acceptable activity for women in part because it was construed to benefit the family considered as a corporate entity, to prepare women for their later careers of domesticity while not preventing them from pursuing their true vocation, and to "help make ends meet," especially in the event of sickness, death or other calamities.

Accreditation and registration became bureaucratic tools of social control that ensured that the more prestigious and better paid posts in teaching and administration fell to men. A union such as the National Union of Women Teachers in England in the inter-war period identified the root of their members' subordination in their lack of control over economic resources and concluded that the educational needs of girls would not be served until policy-making bodies were no longer male dominated. The truth of the observation was realized in the atypical experience of women's colleges such as Wellesley where women professors outnumbered the men.

The teaching profession was the meeting ground for two distinct classes of women, those on their way down as was often the case for governesses in the later nineteenth-century and those on their way up in the slightly later period. The education of daughters often emulated the private sphere in its intimate atmosphere and in the range of "accomplishments" such as music, modern languages and painting offered with a view to the finest future accomplishment of all — marriage and reproduction of the species.

Some private schools managed to combine "good sense and refinement" with "educational excellence" of the sort associated with college degrees, but this combination was the exception rather than the rule.

The volume's editors Alison Prentice and Marjorie R. Theobald strike a careful balance between the very real personal struggles of individual women teachers and the sometimes horrific demands of the occupation. The result is neither an unrealistic idealization nor a spirit-deadening realism. The reader is painted a varied, colourful canvas that invites one to sketch in additional women teachers from one's own family history and experiences.

(Review by Jane Arcsott, St. Mary's University)

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The Status of Women / Le statut de la femme

A CAUT Update:

Your SWC in Action



Marilyn Taylor
Chair, Status of Women
Committee

Recently, there has been much fuss in the scholarly as well as the popular press about affirmative action in the universities. Critics have argued that policies and programs to promote gender equity for women, better representation of minorities, and curricular changes designed to include the voices of women and minorities in university syllabi are a) discriminatory, b) unnecessary, c) a threat to academic freedom, d) all of the above.

The Status of Women Committee has a mandate to promote gender equity in Canadian universities. Women, of course, also constitute

at least half of all disabled people, aboriginal people, and visible, ethnic and other discriminated-against minorities, such as homosexuals, the aged and the poor. As a consequence, our committee is very involved in all aspects of the broad phenomenon of discrimination and its remedies.

The Status of Women Committee has chosen to devote this year's special report in the *Bulletin* to an examination of some of the charges that have been levelled against active measures to promote greater equality in the university, whether in hiring policies or curricula.

The insert will be in three parts.

The first, by Professor Harriet Lyons (Women's Studies/Anthropology, University of Waterloo), a member of SWC, discusses some of the more frequently heard arguments against affirmative action in personnel decisions.

This is followed by reprints of two articles, one by Professor Thelma McCormack of York University, published in September, 1991 in *The Canadian Forum*, and one by Professor Cathy N. Davidson (English Department, Duke University), from the September/October 1991 issue of *Academe*. These articles

(which appear here by permission of the authors) offer a critical perspective on the debate over "political correctness" in what we teach, and provide arguments in favour of the new, inclusive curricula.

The Status of Women Committee encourages faculty across the country to debate these issues, and welcomes correspondence from *Bulletin* readers. While the committee itself is not in a position to provide publication of letters received, letters that are copied to the *Bulletin* editor will receive the usual consideration, subject to space limitations, for publication.

Affirmative Action: A step in the right direction



Harriet D. Lyons

Opponents of affirmative action argue that under-representation of women on the faculties of Canadian universities is a result of individual choice and family and cultural tradition, rather than a lack of fairness in university policies, and that attempts to change those policies to increase women's chances of being hired are discriminatory, intellectually compromising, and a threat to everyone's freedom of speech.

Since such arguments have considerable circulation within the Canadian academy, I would like to offer a critique of some of them in some detail.

The effects of history

It is widely acknowledged that universities have helped sustain a broader culture which has discouraged women from behaving in ways consistent with professorial careers. Less acknowledged, but nevertheless true, is that the most explicit discouragement has come from the culture of universities themselves.

For most of the institutional history of universities, women were forbidden to enter even as students. In 1896, the Oxford Union Society voted overwhelmingly against the admission of female undergraduates. Even today, women make up only 3.8 per cent of Oxford's professoriate (*Oxford Today: The University Magazine*, Hilary Issue, 1992), a testament to institutional inertia and the lingering effects of centuries of overt exclusion.

As recently as the 1950s Margaret Mead, already famous as an anthropologist, received a letter from Clyde Kluckhohn, an anthropologist at Harvard, saying that her appointment there was progressing, but that there was still a problem with appointing a

woman (Mead papers: Library of Congress). Mead never did get an appointment at Harvard.

In Canada, the same impediments confronted historian Hilda Neatby (Michael Hayden, ed., *So Much to Do, So Little Time*) and literary scholar Kathleen Coburn (Coburn, *In Pursuit of Coleridge*) at the University of Toronto in the 1940s and 50s. Both did eventually proceed to tenured posts and distinguished careers.

Most of the women and men now teaching at universities were trained in departments with few, if any, women teachers, and have attended multiple university convocations, from their undergraduate years to the present, at which the occasional female face was barely noticeable among the procession of faculty men in academic robes celebrating their achievements. Affirmative action ("positive action," in the lexicon of CAUT) is a way of trying to undo some of the effects of this history; the remedies seek to balance fairness with the production of timely change.

The arguments: Is marriage the culprit?

One argument which repeatedly surfaces in attacks on affirmative action, in and out of universities, is that it is not sexual discrimination which restricts women's access to desirable jobs or causes women to earn less than men in comparable positions. Rather, the barriers lie in the handicaps that marriage imposes on women.

The argument is made that marriage is a freely chosen state, and therefore no business of universities. It is worth examining whether "free choice" is really the sole explanation for the disadvantages women suffer as a result of marriage and, more importantly, whether universities as institutions are really neutral sites in which a pattern determined elsewhere has worked itself out.

A "Fact Sheet" on employment equity, sent recently to the Status of Women Committee through the kindness of a critic of affirmative action programs, offers the following Canadian data in support of this assertion:

(1) The "wage gap" between men and women (women's incomes are widely quoted at about 64 per cent of male income) has been much smaller than usually believed if one restricts comparisons to "never-married" persons (a wage gap of 20

per cent or less since 1941).

(2) While married women with university degrees earn only \$264 per annum more than married male high school graduates, among the never-married, a university degree is worth \$8,148 in extra income when female graduates are compared to their male counterparts with only high school diplomas, according to a 1985 study.

(3) In 1971 never-married female graduates actually earned more than their never-married male counterparts.

Insofar as marriage (formal or informal) is a state which the overwhelming majority of human beings of both sexes experience at some time in their lives, in all cultures, it is not clear why women should be penalized for a condition which they share with men. The pervasiveness of the coupled state also makes it questionable whether participation in it, for either men or women, can be said to be entirely a matter of "free choice."

Celibacy as a requirement for men teaching in all but a few religious institutions was eliminated by the end of the nineteenth century; is it fair to retain it as the defining characteristic of women professors? Studies of rates of marriage and parenthood among women and men academics in the last 30 years have shown a startling discrepancy between the sexes; apparently, men can comfortably combine career and family, while it is a relative rarity for the much smaller numbers of women in the profession.

Private and public

The entire notion that marriage is a "private" decision, and that penalties suffered because of it are not the business of "public" institutions is a somewhat disingenuous argument in any case. The problem here lies in the history of our notions of "private" and "public." With the emergence of a large middle class following the industrial revolution, coupled with the rise of liberal political philosophy, the argument was repeatedly made that women had their "natural" place in the private sphere, and it was thus not contrary to democratic ideals to exclude them, *de jure* from public life.

During the nineteenth century, an exclusionary ideology arose in which women's work in the home became a prescription for their

nature and role. This prescription was then used to limit the opportunities of the wives, sisters and daughters of the men who formed the newly dominant class of professionals and entrepreneurs. The "private" sphere thus became a domain in which women were consciously segregated.

In light of this history, one cannot now argue that women's arbitrary assignment to the private sphere, and the limitations and responsibilities thrust upon them, do not count in documenting discrimination against women.

Overt and covert discrimination

It is, however, fair to ask whether universities can be said to have discriminated against women, in the matter of the "marriage penalty," and whether any redress is owed on that account. Security of tenure, relatively high wages, time for research, access to funds for travel and other research expenses, and a voice in university governance are among the very real benefits enjoyed by university staff. But these benefits have not been distributed evenly to all comers.

Rather, they have been disproportionately granted to those who were free to move anywhere in the country and to work hardest at establishing a career at precisely the time of life when family responsibilities are greatest. What this has meant, in real terms, is that married women teaching in universities have been more likely than their male counterparts to be employed in part-time positions at low salaries with few benefits.

This would still not constitute discrimination, if it were the inevitable result of either the "free" choices made by women, or of generic social norms, in which the universities took no active part. But is it? Universities have, with little clear intellectual reason for doing so, imposed "anti-nepotism" rules which prevented husbands and wives from teaching in the same department; or they have refused to hire their own Ph.D.s; or they have excluded the dependent spouses (typically wives) of faculty members from eligibility for fellowships, and sometimes from even pursuing graduate programs at the husband's employing university.

These rules were imposed regardless of the qualifications of prospective applicants. We may also remark on the challenge they

pose to the claim that in the good old days before employment equity all hirings and graduate admissions and awards were made solely on the basis of merit.

The point is that in a profession where there is frequently only one employer of Ph.D.s within a wide geographical radius, such practices constituted discrimination against those well-qualified applicants, overwhelmingly women, who were limited in their choice of residence by their spouses' places of employment. Although most universities have dropped these rules, at least formally, the makeup of university faculties will show their effects for a long time to come.

It is interesting to note that universities have begun to take limited steps to improve the conditions of limited-term contractual faculty members (though not the enormous pay gap) at the precise moment when there is an increased proportion of men among their ranks. Meanwhile, non-tenure-track staff are still excluded from full membership in most locals of CAUT, and from many benefits as well.

More on marriage

Those who argue that it is marriage, not discrimination, which keeps women's earnings low, are fond of pointing out that single men have reduced earning power, when compared with married men. Ellen Frankel Paul, quoted in the above-mentioned Fact Sheet wonders "why the pay gap between married and unmarried men — which stands at 61 per cent and is larger than the male-female gap — is not also attributed to discrimination by the supporters of comparable worth" (*Equity and Gender*, New Brunswick, N.J.: Transaction Books, 1989).

Without data on the age profile of married and single men, versus their female counterparts, and other characteristics which might distinguish between husbands and bachelors, it is difficult to know whether single men as a group have, in fact, suffered direct discrimination.

If, as one suspects, this difference is the result of diffuse social factors surrounding the married state, it is further evidence that marriage is not a matter of choice, but a social expectation enforced by rewards and penalties. The full complexity of those rewards and penalties is by no means fully understood.

continued on page 16

Affirmative Action:

continued from pg. 15

They are probably different in different occupations.

Subsidizing the university

If marriage is an impediment for women academics it is often a bonus for their male counterparts. Feminists have long pointed out that the services wives perform for their husbands free those men for greater productivity in the labour force and constitute an enormous unrecognized subsidy to employers.

It is not simply the unpaid research and clerical assistance provided by wives not on the university payroll or named in the research grant (or the credits at publication-time); it is also the more mundane fact of men's relatively greater freedom from the strains and drains of domestic maintenance and childcare responsibilities.

Meanwhile, university employers, as in other industries and services, often benefit from having ready at hand a pool of cheap labour for either academic or support positions in the university — the married women who tend typically to accept low wages because their bargaining power is weakened by the constraints marriage imposes upon their mobility and schedules.

The statistics about the relative earnings of single and married employees cited above are, of course, drawn from the economy at large, not from universities. In her study, *Behind Every Successful Man: Wives of Medicine and Academe* (Columbia University Press: 1980) Martha Fowlkes has examined the benefits their husbands have received from the unpaid labour of faculty wives.

This has typically included, in addition to housekeeping and childrearing, the typing and editing of papers, assistance in research, and the hosting of gatherings for faculty, students, and visiting speakers. One might add that in many cases faculty wives have assisted with university fundraising as well.

Men Ph.D. students, more so perhaps in the past than now, frequently draw on their wives' labour for a significant portion of their support. (Although female Ph.D. students have also sometimes been supported by their husbands, the husbands in question are more likely to be in "career" jobs, serving their own as well as their spouses' professional interests.)

Since universities have benefited from these services, in greater productivity, lessened need for student assistance and reduced costs for support staff, one cannot make the argument that the imbalance in the rewards of single and married employees, and the bargains struck between married couples, are personal matters, not the concern of universities as institutions.

Redressing the balance

There are many ways of redressing this balance which would, indeed, benefit both women and single men. Payment for some of the services wives have traditionally performed without compensation, either through professional allowances or by hiring staff, is an obvious starting point. Improving the conditions of part-time employment and establishing methods of facilitating the move from sessional to continuing employment are other measures which are directly related to the universities' share in the conditions which have exacerbated the "marriage penalty."

These are some of the measures that can be taken in the context of

employment equity policies designed to overcome the effects of previous systemic discrimination. They are by no means sufficient, however. A comprehensive plan covering all aspects of the university is needed, and in some cases more active, interventionist remedies will be required.

Assessing the evidence: one example

The crux of the debate about affirmative action, in the opinion of some who have been vocal in the opposition to employment equity policies in Canadian universities, is the question of whether women have, in fact, been unfairly treated in universities and whether measures to improve their status constitute unfair discrimination against men. It is argued that university hiring and promotion policies, even before affirmative action policies were widely adopted, have, in fact, favoured women and diluted the standards of merit which ought to pertain in universities.

The centrepiece of the "evidence" in support of this position consists of a number of tables which seem to indicate that, except at the full professor level women are significantly less likely than men to hold doctorates. From this it is concluded that women are appointed who are less "qualified" for university teaching than similar cohorts of men.

The table at the bottom of this page has been used in a working paper from Statistics Canada frequently cited by opponents of affirmative action (e.g. in a column revealingly titled "Backlash," which is a regular feature of the student newspaper at the University of Prince Edward Island).

Before concluding that this table is evidence that women with master's degrees have been favoured over men with doctorates, one should note that there is much data which is left out, without which the table tells us less than might otherwise appear.

One obvious question, particularly with regard to women with master's degrees, is whether they have been concentrated in fields in which no Ph.D. is required, thereby accounting for the apparent overrepresentation of women with only master's degrees. Many women have obtained employment in fields in which a master's is the recognized terminal degree, e.g. the Master of Fine Arts, the M.Sc. in Nursing, the master's in Library Science.

There are similar cases outside these fields as well, e.g. social work, where the doctorate has only recently come to be the normal terminal degree of university faculty. In the case of nursing, there are some statistics which might prove instructive:

Postgraduate Nursing Degrees Conferred in Canada

	M	F
1987 Master's	3	161
1987 Doctorate	0	0
1988 Master's	6	175
1988 Doctorate	0	0
1988 Other	1	
Nursing Faculty in Canada 1988	13	532

Source: Statistics Canada

Assuming that the global figures for 1988 are not significantly different from those for 1986-87, approximately 10 per cent of Canadian women faculty were employed in a field in which the doctorate was not a normal qualification and in which there was no significant male comparison group. Similar figures for all the fields in which the master's is the terminal degree might not be as dramatic as those for nursing, but would help correct the record.

It might also be instructive to examine the proportion of male and female faculty in universities which, at some time in the past, had a relatively high number of faculty members without doctorates. This might reflect not bias in favour of women, but their relegation to less prestigious positions.

Most important of all, one would want to know the records of men and women promoted to all ranks with regard to teaching, publication and university service. These are the stated criteria for personnel decisions at all universities and a comparison of the degrees held by male and female candidates tells us nothing about these factors.

What about merit?

Since women are by anyone's count less likely than men to be teaching at universities, and to receive advanced degrees, the fundamental question is what are the reasons for the discrepancy, and what are universities justified in doing about it.

Opponents of employment equity answer, of course, that women's free choices in matters of marriage and the family account for most of the difference, and that any preferential policies for women constitute unfair discrimination against men and an inevitable lowering of standards. The question of the "freedom" of those who choose marriage has already been dealt with. Let us examine the issues of merit and of unfairness to men.

On the matter of merit, few would dispute that in the days before hiring guidelines were mandated by employment equity policies, many hirings were made without either advertising or open competition. Now — long after the fact — it is impossible to know whether the people hired in such circumstances were, in fact, the "best available" candidates, regardless of gender.

Insofar as equity policies require genuine competition for positions they have built into them a bias in favour of the meritorious which was absent in some of the ad hoc hirings of earlier times. But is this bias cancelled out by the alleged preference for women in recent hirings?

First of all, it should be noted that many aspects of the policies which have been labelled "equity" or "affirmative action" policies are really only measures to ensure equal opportunity. One refers here to requirements that positions be advertised in places where women (and often other under-represented groups) are likely to see them, that advertisements describe the real criteria for the job, that these criteria relate to real job requirements, and that the same tests and procedures be applied to all candidates.

Many of the criteria of merit in the university, particularly in the humanities and social sciences, are difficult if not impossible to quantify. Indeed, many who object to new personnel procedures think it is philistine to subject university departments to scrutiny designed to ensure objectivity. The subjectivity of departmental judgements often made hiring and promotion decisions extremely contentious, even bitter affairs, long before employment equity reared its head, with losing factions often leaving the procedures with a sense that merit had been compromised.

For too many participants merit consisted of resemblance to themselves, if not in matters of sex, race, ethnicity or religion, then with regard to issues of theoretical allegiance, post-graduate training and personal style. Successful applicants were undoubtedly "qualified" in the vast majority of cases, but it would be hard to assert that they were always the most qualified.

Improving the record on fairness

It is equally difficult to assert that any preferences among "qualified" candidates in the interests of employment equity have the effect of favouring "less qualified" over "more qualified" applicants, in the absence of unarguable objectivity. What has been observed at many universities in practice recently is a greater concern with procedures to achieve objectivity, if only to avoid reaching the point where the departments may be required to acknowledge that a male and female candidate (or, indeed, any two candidates) are "substantially equal" in their qualifications.

The concern has also been raised that affirmative action for women will give white, middle-class women preference over other under-represented groups. Women's groups have been among the most vocal constituencies in the

universities arguing in favour of more inclusivity in all respects, and in promoting such inclusivity through equity policies.

The bogey of goals and timetables

The idea of goals and timetables is frequently disturbing to those who oppose affirmative action. Goals and timetables have all too easily become "quotas," they argue. If this is so, some of the blame must rest with professors and administrators who are predisposed to think of them as such, usually without much relish for them. Forced to try to meet goals, and not much liking the task, they deal with it in the simplest way possible — treating the goals as quotas, and grumbling about the threat to merit.

The vast majority of affirmative action policies do not stipulate that women shall be hired for any particular position. The very few that do, e.g. the policies at Ryerson and the Ontario College of Art which caused much controversy in the media, apply to only a limited portion of the vacancies expected to occur during the target period.

Employers have also been known to tell rejected male candidates they were passed over because they were not female, when in fact they were rejected for other reasons. This may ease the pain of a difficult communication, but it amounts to spreading false news likely to cause resentment of women. It also creates a perception that merit is being disregarded.

In fact, standards of merit, measured in terms of degrees and publications required for initial university appointment, have been consistently increasing since the advent of employment equity, which has forced competition upon groups who once could count upon commanding the vast majority of the available jobs.

Quantitative data associated with goals and timetables do not suggest a "lockout" of men. As an example, the committee advising the president of the University of British Columbia on employment equity suggested that, if hiring were done on a non-discriminatory basis, 35 per cent of vacancies would, given what was known about the applicant pool, be filled by women.

Although this was higher than had been the case in the past at UBC, it is not a figure which suggests anything like a lockout of men. Careful investigation of the operation of policies elsewhere will reveal similar outcomes averaged out on a national basis.

It is feared by some that young men will desert Ph.D. programs in droves if they are told that they will have to prove themselves clearly superior to women to obtain university positions. This is much milder than what women were told for years (after all, most people should expect to have to be "clearly superior" to be hired for a competitive position).

Ideally, both men and women contemplating university careers should expect to have to compete (and cooperate with) a field of fellow students and professionals of both sexes, and the proportions of men and women in the Ph.D. pool should reflect this. We must not forget that the current balance has only just begun to tip away from that which pertained in the era when "no women wanted" was an explicit message of university recruitment policies.

Conclusion

It has not been possible in this article to deal with all the facets of a complex and wide-ranging debate. Undoubtedly the debate will

Percentage of Full-Time University Teachers in Canada in 1986-87 by Rank, Highest Degree Earned, and Sex

	Full Prof.		Assoc. Prof.		Assist. Prof.		Lecturer*		Other		Overall
	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M %F
Doctorate	80.2	78.2	69.1	60.1	56.1	47.7	14.3	9.3	23.9	15.1	68.5 48.9
Master's	10.6	14.7	19.2	31.1	25.1	36.0	56.6	52.8	50.9	48.2	18.8 13.4
Professional	5.8	2.4	6.6	3.2	11.5	7.5	5.1	4.2	1.2	0.8	6.9 4.4
Bachelor	2.6	3.5	3.5	4.3	4.6	6.3	18.1	24.2	17.5	30.7	4.2 9.4
Other	0.8	1.3	1.5	1.3	2.6	2.5	5.8	9.5	6.5	5.2	1.7 2.9

Source: Alexander Irvine 1991, "Jack and Jill and Employment Equity", a working paper. From *Teachers in Universities: 1986-87*, Catalogue No. 81-241, (Ottawa: Minister of Supply and Services Canada, 1990), p. 301.

Politically Correct



Thelma McCormack

While the old academic world is crumbling, a campaign to keep the new one from being born is well underway.

How correct is "politically correct"? And can we distinguish between campus politics and scholarship, between student activism and academic criticism? *Maclean's* magazine can't. In its May 27th edition of last year it imports into Canada the debate currently taking place in the media and on campuses in the U.S., a debate over changes in curricula. Women's Studies and Afro-American studies are singled out as responsible for the deterioration of all that was once right about higher education. The same virus has spread to Canada, according to *Maclean's*. We have entered a new age of intolerance, the era of "the Nons." "Many of the practices railed against by the Nons," Kevin Doyle, editor of *Maclean's* writes, "are distasteful in the extreme. But in their arrogance," he continues, "the threat that their protests raise to freedom of speech and behaviour are a far more insidious evil."

Most of the ideas in the *Maclean's* cover story are taken from two recently published books by young right-wing journalists, *Illiberal Education: The Politics of Race and Sex on Campus* by Dinesh D'Souza and *Tenured Radicals* by Roger Kimball. Both writers and their books are often bracketed with Allan Bloom and *The Closing of the American Mind*. It is a measure of *Maclean's* Americanization that it seems to have forgotten that Canadian scholars anticipated the "politically correct" issues during the debates on Canadianization of faculties and Canadian Studies as a discipline. Critics then were alarmed at what would happen to our standards if faculty members were chosen for their citizenship instead of merit. Canadian Studies was dismissed as soft knowledge, narrow and

parochial, providing courses and degrees for second-rate students who could not survive in the more intellectually rigorous disciplines, while depriving first-rate students of a more sophisticated cosmopolitan experience and perspective.

Having been through this controversy once, Canadian academics should not be so easily seduced by its replay. Yet, they are. It seems to touch a deeper concern, a sense of helplessness in the face of a crisis in university education, of an eroding commitment to excellence. We are agreed on the reality, but divided over who and what are responsible, whether it is the new initiatives in curricula or the "more-scholar-per-dollar" funding formulas, or the unionization of faculties. Whatever the explanation, it is this general free floating dissatisfaction that gives these attacks on universities a credibility they scarcely deserve.

Typically, they evoke a nostalgia for an earlier age. The Golden Age for Allan Bloom was a pre-modern world before the fragmentation of knowledge reflected in the social sciences and problem-centred logic of the natural sciences, a world with a unified vision of man. In an age of intellectual complexity, it is a fantasy hard to resist, but D'Souza and Kimball yearn for that modern world rejected by Bloom; they want the restoration of an age of value-free knowledge. Bloom, who knew you could never teach Plato properly without understanding Greek slavery, had no such illusions. What D'Souza and Kimball are protesting against, then, is the post-modern world, not the disassembling of knowledge but its politicization. Despite their differences, the three men share a common critique of feminist scholarship as a version of postmodernism: politically motivated, politically driven and politically biased.

To understand their argument it needs to be seen in the whole. I want to summarize it, then, drawing on D'Souza who develops it most completely and whose logic is lost in the hit-and-run style of the *Maclean's* article.

Agit-prop or Knowledge According to D'Souza we are in the throes of a new revolution in education, "the revolution of victims" which places "group equality" ahead of "individual justice." The starting point is admission standards, specifically affirmative action policies which give preferential treatment to

women and minorities. Since these students are unable to meet the exacting standards of prestige schools, the universities adapt to them by providing programs in which they can excel. Women's Studies and Afro-American studies are the two best examples of new curricula created to give disadvantaged students an opportunity to draw on their special experiential knowledge. Hence, women and minorities are attracted to them, while, at the same time, sheltered by them, protected from competition except among each other. Predictably, they perform well.

Nevertheless, according to D'Souza, students are encouraged to examine all of their courses for evidence of racism or sexism, and publicize their findings, in effect, creating a system of university-wide intimidation, censorship and self-censorship. Academic freedom disappears as university administrators fail to support faculty members who have been accused by students or other faculty. The new norm for the academic community is "cultural diversity," a code word, according to D'Souza, which conceals the real intent of making knowledge the agit-prop arm of an insurgent social movement. Thus, the distance between knowledge-for-knowledge-sake and political action grows shorter as new faculty are recruited whose credentials are primarily ascriptive (race or gender), and secondarily, achievement. Eventually, the "tenured radicals" gain control with their original agenda intact. They can outvote senior faculty in departments and invade their seats.

The long-term result, according to D'Souza, is a backlash. Mainstream students, angry at being penalized for playing by another set of rules, vent their anger and frustration through blatantly racist and misogynist graffiti as well as other acts of bigotry. Cause becomes effect; intolerance begets intolerance. Ironically, the beneficiaries of these new egalitarian policies, women and minority students, do not always appreciate the efforts on their behalf. The brighter ones develop a cynicism for universities they can so easily manipulate. In addition, they resent what they regard as patronizing behaviour by liberal white male student leaders, professors and administrators. What hurts most, considering the sacrifice and effort they have put into it, is the possibility that their degrees, the great ticket to status

and upward mobility, have become devalued.

That briefly, is a summary of *Illiberal Education*. It is a complete, self-contained, self-validating scenario. Sick, paranoid, anti-liberal and anti-democratic, it both misunderstands and misrepresents Women's Studies. I am going to comment on just three of the assumptions D'Souza makes: the students, the courses and academic freedom.

Women's Studies is not about or for "victims." Students who enrol in the courses, especially the undergraduates, do not perceive themselves as victims and are often turned off by victimology. Their vision is positive, liberationist, and the younger they are, the more idealistic they are about their own ability to change the patriarchal world they inherited. They are among the best students by any standards. Indeed, they represent a brain drain.

D'Souza has two objections to the new curricula. Traditional knowledge (the Great Books) is no longer required of all students, and self-referencing knowledge is substituted instead. Both criticisms converge on a text by a Guatemalan Indian peasant woman, *I, Rigoberta Menchu*. D'Souza cannot believe that this slight work merits the same serious attention given to *The Leviathan*. But long before Women's Studies, students at York University in one of our first-year general education courses were reading similar books: *Fanshen* by William Hinton, *Oscar Lewis: The Children of Sanchez* and *Susan Sheehan's Welfare Mother*. Like *I, Rigoberta Menchu* these were easy reads but extraordinary revelations to our students and demanding in terms of their own value systems. The purpose in exposing students to them was not to convey the eternal truths of the past, the Platonic idols of the cave, or elicit a respect for High Culture but to develop open, critical minds. This was the liberal tradition in education, and cross-cultural studies was, and still is, part of the educational process.

From that perspective it was easy to see why we would assign, *I, Rigoberta Menchu* and why the Great Books courses were flawed. Far from being Euro-centred, as alleged, they were, in fact, U.K.-centred with a marked preference for British philosophers. Even then a student would be lucky to encounter such recent thinkers as Darwin. (One of my daughters told me that in her first year she was reading Locke in three of her five courses.) Whatever the choice of books, Locke or Maltus, the overriding objective in teaching them was to impress upon students the rich tradition that was theirs and to reify its standards.

I, Rigoberta Menchu challenges both traditions, conservative and liberal. Rigoberta Menchu is an illiterate woman who speaks one of the oldest languages in civilization but is unable to read or write Spanish. And since Spanish is the language of the landowners, the military and government officials, she expresses a disapproval of Indians and Ladinos who speak it. To learn their language is to internalize the values of the oppressor and lose her own cultural integrity. Thus, she opens the door to a different discourse about formal education, one which asks whether schooling is a system of control or a means of liberation.

Women's Studies belongs to the latter, and education that is transformative, and creates a bond

between self and society, private and public. It is, to use a term feminists like, empowering. But empowerment is not the same as social action or political mobilization. We might wish it were, but *praxis* has its own imperatives, and the student culture its own dynamics. What makes Women's Studies disturbing even to men more open-minded and generous of spirit than D'Souza, Kimball or Bloom is the alternative model it proposes to both the conservative and liberal traditions of university education.

Because it is a fundamentally new paradigm, Women's Studies is not a threat to academic freedom but a test of it. By academic freedom I do not mean only the right to dissent, to write or express unpopular or dissident ideas, to project images of deviance without the coercive pressures of a disapproving majority. Our traditional ideas about academic freedom based on an 18th-century concept of religious dissent and a 19th-century model of the "marketplace of ideas" are as relevant today as they ever were. But academic freedom in the 20th century has come to mean access, the right to communicate: to speak in a language that is your own, to set a research agenda and define priorities, to be gatekeepers and publish in refereed journals that are appropriate, if not sympathetic to the subject and point of view. It is no longer just the right to live freely in a tolerant environment or be a lone voice in a classroom challenging authority. It is being in charge, owning the chalk and owning the blackboard, having the classroom to explicate ideas and engage in intellectual exchange; in operational terms, academic freedom means a separate and distinctive program in Women's Studies, effectively controlled by women.

To deny these programs resources or withhold legitimation, to regard the faculty who teach in them as pseudo-scholars or ideologues, to refuse tenure for faculty members because they do not have enough publications while at the same time discrediting their publications because they appear in lesser-known journals — these practices are encroachments on academic freedom and should be treated as such.

It is true that administrators are not courageous about cases of academic freedom, and would like them, settled quickly and quietly disguised as something else. Nor do I know of any faculty member who has not been, at some time, on the receiving end of student accusations. They are professionally damaging, personally hurtful, expensive to resolve, and the silence of administrators is deafening. It is also true that there is a new intolerance. It is different from the traditional forms of prejudice, but like them it seeks scapegoats. All of this has a chilling effect, but none of it adds up to the extremist scenario described by *Maclean's* — "A new wave of repression is sweeping through the universities" — in which faculty members are depicted as retreating into seclusion.

The rationale, then, for Women's Studies is not the emotional or political needs of victimized women. It is the knowledge base itself. Women's Studies and feminist scholarship have both developed very quickly, going from a critique of established disciplines

continued on page 18

Affirmative Action:

continued from page 16

continue. What is heartening to academic women is that universities, after thorough review of the situation, are now beginning to move from talk to action in remedying the long history of exclusion and discouragement of talented, capable women applicants to positions of work and study.

The changes needed to bring women into full participation in the university are so massive and far-reaching that it is little wonder that they provoke resistance, or at least questioning. But women have waited a long time for action. The dialogue on the nature and shape of remedial actions will certainly continue, but the question of their necessity is now accepted by governments and senior administrators — and also by an increasing majority of academic staff.

Women on Canadian campuses will be vigilant in seeing that planning, implementation and refinement of affirmative or

positive action programs draw the commitment and resources they need in order to produce lasting change.

L'auteure de l'article discute d'un certain nombre de critiques formulées dans les milieux universitaires canadiens à l'égard des politiques d'action positive. Elle soutient notamment que les femmes sont pénalisées dans leur carrière universitaire à cause des différentes conséquences que le mariage a sur les hommes et les femmes et qu'il ne s'agit pas d'une affaire «privée», hors du cadre de l'université. Elle met en doute également certaines statistiques largement utilisées qui comparent les qualifications des hommes et des femmes à divers rangs professoraux. Enfin, elle conteste l'assertion selon laquelle les politiques d'équité en matière d'emploi compromettent le mérite et excluent les hommes des postes universitaires.

"PH" stands for political hypocrisy

Cathy N. Davidson

Why is it that every time I open a magazine or newspaper, turn on the radio or the television, I seem to encounter another representation of "me," the college professor, as a "neo-Stalinist," "fundamentalist," "New McCarthyite," "totalitarian" "Nazi"? Just a few years ago we academics were dismissed as silly and irrelevant. Suddenly, like Godzilla rising from the muck, we are threatening the very existence of Western civilization.

Well, not really. Even here, in the "centre of evil," the infamous Duke English Department, life isn't quite what it's cracked up to be. In the two years since I have been at Duke, no one has forced me — or even invited me — to join a Marxist cell or a guerrilla excursion against learning as we have known it. My colleagues seem, mostly, to be the average, successful academics one would encounter at any major university. I agree with some, more or less; disagree with others, less or more; and would be hard put to categorize the Political Correctness (PC) of any of them. There is, for example, an eloquent advocate for the National Association of Scholars who declines to teach *The Adventures of Huckleberry Finn* because of the numbers of times the word "nigger" occurs. Another NAS colleague anticipates the total failure of democracy and the coming golden age to be imposed by a "world fascist state," yet recommends that a woman who happens to be a radical lesbian be invited to teach a course in the department for the simple reason that she's brilliant, thank you, and an excellent teacher. A major "socialist" critic in the department argues vociferously for distribution requirements covering the traditional range of literature in English. Minority hiring? Affirmative action? Canon-busting? Deconstruction? Name an issue, and I can find as many opinions in my department as I have colleagues. My guess is that this is pretty much the case everywhere.

At Duke, there is also, as the media tend to forget, a whole university beyond the English Department. This institution has as much right and wrong with it as others where I have taught, but "thought control" simply is not a problem here — not for new faculty members (who come in various ideological stripes) and

certainly not for students, who are even more bemused than I at the attention we are currently receiving. Last semester, shortly after Dinesh D'Souza's diatribe appeared in *The Atlantic Monthly*, two graduate students stopped by on consecutive days, concerned that they "didn't fit in" at Duke. One felt he was too far to the right ("I even subscribe to the *Wall Street Journal*!"), the other that he was too far left ("My undergrad school was lots more radical than this place"). I told them they should stop worrying about the "Duke" they encountered in *Atlantic* and start talking to one another.

But the anxiety experienced by my students is understandable. After all, they are preparing to enter a profession that seems to be under siege. Suddenly everyone is an authority on academic life (and especially on English departments). Curiously, this expertise seems to be limited to half a dozen or so anecdotes about the abuses of PC or a handful of Modern Language Association paper titles all endlessly recirculated, a perfectly closed system perpetuating itself from within itself.

Yet higher education is not at all such a closed or static system and neither are its excesses — real or imagined. In my own field of English, for example, the century has seen the change from philology to historical criticism to new criticism to the newer criticism (structuralism and post-structuralism) to new historicism. One suspects the new philology can't be too far behind. Students change too, often in a similarly cyclical fashion. In the '60s everyone wanted to major in the humanities. In the '70s and '80s, everyone wanted an MBA. Now many of the MBAs are returning to the university to take the courses in the humanities they missed out on the first time around. English majors here are up nearly 50 per cent since 1984. But the goals, expectations, demands, and preparation of the current student population are not the same as those of the students we taught even five years ago. Something would be wrong with me as a teacher if I were oblivious to these differences, if I still tried to teach a '50s, '60s, '70s, or '80s version of English in 1991. (Imagine criticizing a physicist for not giving the same lectures today as in the dawning years of nuclear

power.)

Most of the articles denouncing PC ignore the historical dimension of our profession and forget about students entirely. To return to the local scene again, as far as I know only one reporter of all those who have written on Duke actually sat in on classes here to see how professors conduct themselves and how students respond. Afterwards, the same reporter expressed "surprise" at what she had observed. Instead of yet another condemnation of PC at Duke, she wrote a virtual encomium, praising the intellectual rigor of the courses; the concern, commitment, and general excellence of the professors; and the careful reading and clear, critical thinking of the students. But this *Washington Post* story has somehow not made it into the feedback loop of reporting on higher education today.

To read with care. To think clearly and critically. This is what, at its best, the contemporary American university teaches students to do. It is what the American university system is acclaimed for doing throughout the world. Clear and critical thinking, however, is singularly lacking in the present PC debate. Given the kind of doublespeak that has become entrenched within the last decade or so, perhaps the media attack the university for squelching free speech and the free flow of ideas precisely because the university is one of the few places left in America where such thought actually occurs. It certainly doesn't happen in presidential debates....

Doublespeak is at the very heart of the PC/PI debates. Consider even the terms, PC and PI (Politically Incorrect), which apparently were coined in the '30s and resuscitated several years ago as ironic, hip, and self-mocking terms that intellectuals used against themselves. ("Forgive me for being PI, but that guy's a hunk...") As Daniel Defoe discovered when he landed in prison after his satire *The Shortest Way with Dissenters* was taken straight, irony and parody can easily get lost in the polemical shuffle. Just think about those hilariously provocative MLA paper titles (please, Lord, let there be something to enliven this year's convention!) that get solemnly repeated in the media to demonstrate what scholarship has come to and are passed off as proof positive that Western civilization

as we know it is going down the tubes. Isn't there a conservative out there with a sense of humour?

But the media's whole moralistic denunciation of campus PC is about more than not getting the ironic jokes. The terms of the current debate reveal that the right, not the left, has taken the implications of PC to its bosom. It is the right that has figured out that certain kinds of sentiments (racist; to a lesser degree, sexist; to a still lesser degree, homophobic) are quite permissible in private as long as they are masked or coded in public address. Thus even David Duke, the former Ku Klux Klan wizard turned Louisiana statesman, knows enough to avow that he is not a racist. In short, he's PC. Thom Robb, imperial wizard of the Knights of the KKK, decides to open a "theme park" for white supremacists but argues, "This is the '90s... We don't hate anybody." If the Klan is respectable, even Politically Correct, where does that leave your average campus liberal?

This point bears repeating. In 1991, it is Politically Incorrect even for a Klan leader to sound racist. However, in 1991 it is absolutely and totally Politically Correct for anyone to abhor affirmative action (especially affirmative action based on quotas) and even to do so on the PC grounds that affirmative action causes racism. Thus a person who has never before done anything whatsoever to combat racism can now claim — PC-style — to be fighting racism by protesting affirmative action. PC and PI no longer coincide easily with "left" and "right" (whatever those terms mean anymore). PC and PI have mixed and merged to the point of meaninglessness. I say it's high time we had a new acronym. My candidate is "PH," for Political Hypocrisy.

PH is everywhere these days. Writing in *The New Republic*, Michael Kinsley has compared attacks on the "leftism" of the academy circa 1951 and 1991. The '50s foray was launched by none other than William F. Buckley, Jr., in his *God and Man at Yale: The Superstitions of "Academic Freedom"*. Evoking the Cold War fear of communism, Buckley advocated the abolition of "academic freedom" and other left-leaning tendencies in favour of a standardized curriculum designed to promote capitalist and Christian values. His vision of the ideal academy should be read in tandem with Ellen Schrecker's *No Ivory Tower* (1986), a study of what actually took place at universities throughout the country under McCarthyism — administrative demotions, dismissals, firings (especially of young, untenured faculty), hasty PC recastings of the curriculum (for example, some Russian departments became departments of Germanic and Slavic languages). Suffice it to say, in the '50s, when the academy was forced into near compliance with Buckley's ideal, the result was hardly a golden age for education in America.

In 1991, however, Dinesh D'Souza, in *Illiberal Education: The Politics of Race and Sex on Campus*, must resort to PH to argue much the same politically conservative agenda Buckley advocated forty years ago. Let's unbend the twisted logic of PH: Because tenured radicals now impose a leftist agenda on the academy, it is important for Americans to insist on "academic freedom" because then rightists can speak up and work to install a

curriculum that promotes capitalist and Judeo-Christian values. The final solution is not different from Buckley's, but the rhetorical posturing is. Instead of simply (and honestly) proposing a conservative agenda, the new PH tactic is to claim unbiased objectivity, then to denounce the faults of the present-day academy from that ostensibly non-ideological stance, and finally to demand reforms that turn out to be highly ideological and politicized (although never acknowledged as such). PH results in sentences such as these: "The rejection of authority can sometimes result, paradoxically, in an embrace of authoritarianism. Indeed, it can happen with insidious ease." Whew! It was simpler to be right-wing in 1951.

It is no surprise, then, that the current attack on the academy is couched in terms of free speech and upholding the First Amendment against the "thought control" purportedly imposed by "tenured radicals" within the university. No matter that only an estimated one to two hundred colleges and universities have speech codes at all, and that some of these codes (especially at fundamentalist colleges) are as old as the institutions themselves. Indeed, if, as one hears, a case based on speech codes at an elite, liberal institution really does make it to the Supreme Court, will that mean that prohibitions against profanity at Bible colleges will also be under review?

Free speech is always a two-way street. As Kinsley wryly notes, "Many of these [speech] codes have their roots in the early 1970s, when they were a response to left-wing student activism. In those ancient days, it was academic conservatives who argued that the life of the mind required a higher standard of civility and respect for the views of others than could be tolerated in society at large, and insisted that students who could not agree to such a standard did not belong in the academic community. Now Brown throws out a drunk for yelling racist homophobic slogans in the middle of the night, and conservatives scream totalitarianism. Next they'll be occupying the dean's office."

Obviously some of the speech codes, such as the one that forbids "inappropriately directed laughter," are ludicrous. But the anecdotes that get told and retold about the "barbaric" consequences students or professors have suffered because of these same speech codes seem few and largely trivial. In the three thick file folders I have filled with articles and newspaper clippings on PC, the same half-dozen or so horror stories are endlessly recycled. There's that pathetic young man at the University of Michigan who said homosexuality was a sin and had to take a "sensitivity course." Or the Harvard professor whom students purportedly "hounded" from his class for saying "Indian" instead of "Native American" (it's hard to tell whether this one is a case for or against freedom of speech). Or the Canadian professor who was temporarily assigned to research duty for teaching, in introductory social science courses, an evolutionary theory positing an inverse correlation between test-taking ability and what he euphemistically terms "sexual development" (i.e. blacks are genetically bigger

Continued on page 19

Politically Correct

continued from page 17

to creating new woman-centred interdisciplinary frameworks. In a little over two decades, we went from feminist sociology or feminist history or feminist psychology to new interdisciplinary frames which are as different from the earlier discipline-based forms as Environmental Studies is from Geography, or Psychology from Philosophy. Within these theoretical models there is plenty of room for disagreement, and, Maclean's notwithstanding, no fixed party line.

Feminist scholarship and the feminist movement in the larger community have contributed to a new ambience on campus, a new campus culture, not a counter-culture of the '60s but one which draws its lines differently. Women's Studies, which I have used here interchangeably with feminist scholarship, is part of the

evolution in scholarship and university structure. Canada's leadership and excellence in Women's Studies are widely recognized. And the gender

holding up half the sky does not mourn the passing of the androcentric university.

From *The Canadian Forum*, September 1991, pp. 8-10.

L'article met en garde contre le danger d'importer au Canada des critiques d'extrême-droite venant des États-Unis à l'égard de la nouvelle tendance à inclure les études sur les femmes dans les programmes d'études universitaires. L'auteur compare les anciens débats sur les études canadiennes et la canadiennisation à ceux plus récents sur les études féministes et sur les efforts déployés pour transformer l'université en un endroit accueillant à l'endroit des femmes et des minorités. Elle soutient que les études sur les femmes attirent des étudiants dévoués et très compétents. Selon elle, l'ajout aux programmes d'études d'ouvrages dont les auteurs proviennent de diverses classes sociales et dont le bagage culturel est différent enrichit la formation que les étudiants reçoivent au lieu de l'amoindrir.

"PH" stands for political hypocrisy

continued from p. 18

therefore less smart, Asians smaller but smarter, whites roughly average on both counts). Although he fudged crucial data in his study, he and his racist theory are back in the classroom again. Even granting that different individuals will have different views on the seriousness and significance of these three cases, none warrants the hyperbolic Stalinist analogies repeated over and over again in the press. Totalitarianism is made of sterner stuff.

Personally, I am far more suspicious of PH than I am of PC, partly because it seems to be so much more powerful. The level of irrationality and hysteria directed against American universities just now makes me wonder if we're in for a resurgence of real, old-fashioned McCarthyism. The signs of an increasingly pervasive pressure towards censoring and censoring the academy are everywhere. In a fine exposé for the *Wall Street Journal*, George B. Munroe, retired chairman of Phelps Dodge Corporation and chairman of the trustees of Dartmouth College, expresses alarm not just at the history of divisiveness and hystory of the ultra-conservative *Dartmouth Review*. He also is concerned about the *Review's* powerful backers. He pointedly wonders why prominent conservatives who have no affiliation with Dartmouth — Patrick Buchanan, George Gilder, William Rusher, William F. Buckley — would lend their name and status to this tawdry hit of student journalism. He notes that this newspaper, which is distributed free of charge, has been supported over the years by a \$295,000 gift from the John M. Olin Foundation, headed by former Treasury Secretary William E. Simon. He recounts how its student writers "are rewarded by their national benefactors with prestigious jobs in government, public-policy institutes, and national media."

Consider, in this context, the career of Dinesh D'Souza. More than one reporter has pointed out that his tenure as editor of the *Dartmouth Review* was marked by some notably dubious journalism. Apparently he was at the helm when the *Dartmouth Review* ran an interview with a Klan leader, accompanied by a photograph of a tree on the Dartmouth campus (a not-so-thinly veiled allusion to lynching). In another issue, the *Review* published private letters reportedly stolen from gay and lesbian students at Dartmouth. If academic freedom were not a reality on college campuses, D'Souza would have been tossed out on his ear. Instead, he graduated from Dartmouth and then served as a senior domestic-policy analyst in the Reagan administration. From there he became a research fellow at the American Enterprise Institute, where he wrote *Illiberal Education*.

The media has done little to examine connections between seemingly moderate aspects of the PC controversy (such as the demand that courses in Western civilization be restored to the general curriculum) and the ultra-right hate rags springing up on campuses all across the nation. This is hardly surprising considering the interconnections between the hate rags, mega-corporations, the government, conservative policy institutes, and the national media. Even the president can get in on the act. At a recent strategy session, prominent Republican powerbrokers decided that, since the economic record of the Reagan

'80s is so dismal, President Bush should run in the next election against the '60s, specifically targeting "tenured '60s radicals." Apparently the Willie Horton of 1992 will have a Ph.D.

Recently there have been reports of extensive right-wing information-gathering, and even a data bank (supported again by corporations, conservative policy institutes, and former government officials) intended to keep tabs on homosexuals on campus, affirmative action cases, and other liberal evils. Such dubious measures, highly reminiscent of old-fashioned McCarthyism, are apparently justified by claims like George F. Will's that the academic "adversaries" faced by Lynne Cheney, director of the National Endowment for the Humanities, are even more "dangerous" than the enemies faced by her husband, Secretary of Defense Richard Cheney. Your average English prof worse than Saddam Hussein! Come one! That such rhetorical overkill can pass as rational assessment of the state of the academy is one of the signs of a dangerous time. There are other perturbing signs too. Recent Supreme Court rulings, one proscribing free speech for federally funded family-planning clinics and the other allowing community control of censorship, could have dire implications for the academy. I don't think I'm the only academic in America who is alarmed.

Thank heavens the Right has worked so effectively to get the American people thinking about the First Amendment. Whether hypocritical or not, all this PH attention to freedom of speech just may be what saves America from a real New McCarthyism, the kind that counts, a collaboration of business and politics (where the real power lies) to "purge" America of un-American activities — communism in the '50s, "political correctness" in the '90s.

What do students stand to lose or gain in the contemporary academy? Like students in any generation or at any university, that depends partly on who they are — their initiative, level of interest, intelligence, and skill (qualities with which the PH crowd seldom credits college students) — and partly on who their professors are. I have heard Yale's undergraduate dean, Donald Kagan, condemn the current "repressive" atmosphere on campus by recounting how students come to him to complain that they do not feel free to express their personal (i.e. conservative) views on race, gender, or sexual preference in the classroom. Over the course of my career, I have had dozens of students and colleagues talk to me too, but they tell a different story.

Many female students lament, for example, how they have had to hide their feminist principles and even subdue their personality in order not to offend this or that professor. A brilliant African-American student confided last year that it was hard to take an education course from someone who maintained that blacks were, basically, ineducable. A few years ago a lesbian student told me how a professor wouldn't let her leave his office until he read her some heterosexual erotica from a novel by Henry Miller. He then insisted that she would fail his course unless she wrote her term paper on this book. And of course the problem of old-fashioned sexual harassment still persists. Women my age, remembering the graduate professors who offered them the

choice of providing sexual services or being failed from the program, would have appreciated the possibility of bringing a little PC pressure to bear. Now we can advise students about the official channels for counteracting sexual harassment that were simply unavailable to us. Because I hear different horror stories than Dean Kagan, it is a good thing that we're both around to talk to students. But, with all due respect, Dean, if you're only hearing one side of the story perhaps you're not listening carefully enough.

I would also point out there are positive sides to the current state of the academy, sides that simply are not being presented. Consider a graduate student currently at Duke (I refrain from using her name here lest she go immediately into the conservative data bank on PC "offenders"). At 25, she already has a vita more impressive than some tenured professors. She is writing a comparative dissertation analyzing contemporary fiction by women in the United States, Latin America, and West Africa. For her thesis, she has had to master a number of new languages. This past summer she was in Buenos Aires, interviewing readers and writers as well as finding new books not yet distributed in the United States. She has arranged to spend next summer doing the same kind of work in Kenya. She is putting herself through graduate school by waiting tables and living frugally (I mention this only to refute yet another stereotype about the "privileged" backgrounds of the PC offenders). She has also been industrious at finding fellowships or assistantships that will help subsidize her travels and research.

And how does this student spend her "free" time? Last year she organized WORDD (Working Together: Duke and Durham City Schools), a program in which Duke students volunteer to teach intensive classes in the overburdened local public schools. A special course was designed to improve reading and writing skills for pregnant teenagers who might otherwise have dropped out. The end result of this course was *Young Mothers Speak Out*, a collection of poetry, prose, and photography produced by the teens themselves (which meant that they learned marketable keyboarding skills while improving their general literacy).

When state cutbacks in education funding threatened to close down this crucial program, the teens used their new literacy skills to write letters to the superintendent of schools and the Durham City Board of Education. They used their increased sense of self-esteem to attend a board meeting and articulate their views on the importance of this program. Other Duke graduate and undergraduate students worked with different teenagers with arrest records or drug problems; five members of the NCAA champion basketball team even became involved in these tutoring projects designed to keep kids in school. Basketball players working as tutors? Graduate students in one of the most competitive programs in the country volunteering their time to tutor "at-risk" students in the public schools? If this is what happens when you encourage "political correctness," then I am all for it.

Why isn't this story being told with the same regularity as the one about the guy in Michigan who was sent to sensitivity training school? Maybe a year from now it will be. Until six months ago, I was

convinced that the media was impenetrable to all but the Political Hypocrites. Like many of my students and my colleagues around the nation, I felt despair. But when despair shifted to anger and I began writing letters, all of them were published. One was reprinted in a mass-circulation magazine after appearing in *The New York Times*. I was asked to write this essay after the editor of *Academe* read my *Times* letter. Yes, I also received some honest-to-goodness hate mail. One person cut my letter out of the *Times* and sent it to me anonymously with the word "Bullshit" stamped on it in red. (Imagine someone so disgruntled with the world that he goes out and buys his own "Bullshit" stamp!) But there were other responses from people as alarmed as I am by the pervasive misrepresentation of the academy.

Why is higher education suddenly being scapegoated? Perhaps because it is much cheaper to condemn colleges and universities than to restructure primary and secondary school. In a "nation at risk," college professors can bear the burden of America's educational failures and thus mask the need to devise necessarily expensive solutions to the real and massive problems faced by a nation that devotes only 3.6 per cent of its GNP to education (down from 4.2 per cent in 1970), a figure that makes us eleventh out of the globe's fifteen most economically advanced nations. In short, to deplore PC on the college campus, as George Bush has discovered, is a very easy — and cheap — way to be the "education president." When virtually every state faces huge deficits, blaming the universities can also conveniently justify a reallocation of funds away from universities (as is happening all over the nation). Why support the teaching of "soft" PC courses when there are more pressing demands, such as, say, the savings and loan crisis? So we now have a presidential proposal to eliminate all federal loans and scholarships to any student whose parents make more than \$10,000 a year. We are also experiencing massive cutbacks in such federal programs as NIH, NSF, NEH, NEA (which are, according to PH reasoning, hopelessly politicized anyway). I also note how D'Souza argues, in *Forbes*, that business should not fund academic institutions; various right-wing reviews and their supporters warn alumni (often

through expensive direct mailings) not to contribute to their "politically corrupted" alma mater. It all seems part of a program to bring universities to their knees. Yet the success of such a venture inevitably hurts all of us: faculty and students at private and at state universities; in the sciences as well as in the humanities; radical, liberal, conservative, whatever. With education "advocates" like these, we all need to keep an eye on our pocketbooks.

Our situation, however, is not entirely bleak. We are seeing the first glimmerings of media skepticism about the whole PH show. And after a decade or so of near-irrelevance, it is exhilarating for pros to be significant again, even though that significance derives from a simplistic and reductionist misrepresentation of who "we" are and what "we" are doing. Here at Duke, for example, in an English department that is ostensibly the worst offender at tossing out the classics, we still have a required "Major Writers" course on Chaucer, Shakespeare, Milton, and Pope, (Pope!) Aware of the exaggerations in the attacks on my own university, I assume that other institutions are being similarly maligned and that other academics will also want to set the record straight.

I somehow managed to pass the first fifteen years of my professional life without ever once writing a "Letter to the Editor." Since February, I've sent off five. I did not plan to embark on this small career as an op-ed writer and will now happily pass the baton to anyone who wants it. No government perks, no corporate subsidies — it's not a job that brings fame or fortune. I assume my name now has a red star in the big neoconservative data bank, and it's been a while since I've had any mail from NEH. So be it. Please don't ask me if I'm PC or PI. I don't know. The very terms seem irrelevant to me. More to the point, such labels discourage the kind of reasoned critique of higher education that is a necessary and constant part of intellectual life. Indeed, it is PH's cynical appropriation of the whole PC issue that marks it as a more insidious and potentially dangerous enemy to the life of the mind and the business of the academy than the "totalitarianism" from which it claims it would protect us. (as printed in the Sept/Oct 1991 issue of *Academe*)

L'article tranche sur ce qui se passe réellement à la Duke University, là où l'on assiste à nombre des réformes les plus controversées du programme d'études. L'auteur brosse en effet un tableau de la situation à cet établissement d'enseignement qui est contraire à ce que prétendent les critiques du conformisme politique. Elle soutient que la liberté universitaire et les normes universitaires s'y portent bien et s'interroge sur les motifs de ceux qui prétendent le contraire.

Quote of the Month

I myself have never been able to find out precisely what feminism is...I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat, or a prostitute". Rebecca West, 1913, quoted in *Time*, 9 March 1992.

CLASSIFIED INFORMATION

CAUT/ACPU BULLETIN

Advertisements which state a deadline date for submission of applications that is before the 30th of the month of publication cannot be accepted.

The publisher will not accept advertisements of academic positions restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, handicap, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the Bulletin are open to both men and women. Advertisements using gender specific language will not be accepted except when the language has been mandated by human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the Bulletin with a statement as to these reasons.

Ne peuvent être acceptées les annonces qui mentionnent une date limite pour la réception des demandes avant le 30 du mois de publication.

L'éditeur n'accepte pas d'annonces de postes d'administration ni d'enseignement qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques générales. L'ACPU s'attend à ce que tous les postes annoncés dans le Bulletin soient offerts aux hommes et aux femmes. Les annonces utilisant un langage sexiste ne sont pas acceptées à moins que la loi sur les droits de la personne ne le permette. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédactrice du Bulletin une déclaration expliquant ces raisons.

Many Canadian universities are signatories to the Federal Contractors Program. The program requires that suppliers of goods and services to the federal government who employ 100 persons or more and who want to bid on federal contracts (including research contracts) of \$200,000 or more must commit themselves to implementing employment equity as a condition of their bid. This commitment requires the identification and removal of artificial barriers to the hiring, promotion and training of women, aboriginal peoples, persons with disabilities and visible minorities. As a result, applications for some positions advertised in the CAUT Bulletin may be asked to provide information of a confidential nature.

Beaucoup d'universités canadiennes se sont jointes au programme de contrats fédéraux. Le programme exige que les fournisseurs de biens et services du gouvernement fédéral qui emploient au moins 100 personnes et veulent soumissionner des contrats fédéraux (y compris des contrats de recherche) d'un montant de 200 000 \$ doivent s'engager, comme condition de la soumission, à appliquer l'équité dans l'emploi. Cet engagement exige que l'on supprime tout obstacle artificiel à la sélection, à l'embauche, à l'avancement et à la formation des femmes, des autochtones, des personnes handicapées et des minorités visibles. À cette fin, on pourra demander aux candidats(e)s à certains postes annoncés dans le Bulletin de l'ACPU de fournir des renseignements à caractère confidentiel.

As a service to CAUT members interested in positions available in other countries, the Bulletin accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the Association of American University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at universities outside of Canada. CAUT publishes a list of positions outside of Canada. Further information about those censures can be obtained by writing to AAUP, Suite 500, 1012 - 14th St. N.W., Washington, DC 20005; tel: 202-737-5500.

Le Bulletin accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPU qui pourraient être intéressés. La perception de la liberté universitaire et son degré de protection peut varier d'un pays à l'autre. À l'exception des États-Unis, où l'Association of American University Professors (AAUP) enquête sur des prétendues violations de la liberté universitaire, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté universitaire dans les universités étrangères. Deux fois par année, l'ACPU publie une liste d'universités faisant l'objet de censures par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, suite 500, 1012 14th St. N.W., Washington, DC 20005; tél: 202-737-5500.

ANIMAL & POULTRY SCIENCE

UNIVERSITY OF GUELPH, Department of Animal and Poultry Science: Assistant Professor, Animal Breeding. The Department of Animal and Poultry Science invites applications for a tenure track faculty position in animal breeding. The position will be funded initially by the Canadian Association of Animal Breeders and Holstein Canada in collaboration with the NSERC Research Partnerships Program and is therefore open to persons who have completed a Ph.D. in animal breeding within the past five years. The successful candidate will have demonstrated high research productivity in the area of dairy cattle breeding, especially with regard to the economic aspects of genetic improvement and animal production, as well as the ability to relate research results to the dairy industry. The candidate will also possess exceptional skills in statistical analysis of large data sets and be proficient in utilizing a systems analysis approach to address research topics related to animal profitability. Topics of interest to the supporting agencies will constitute a responsibility of the professorship but scope for new research initiatives exists in this position. The incumbent will be expected to make application for additional funding to pursue research interests. Facilities including facilities, and access to data bases are available. The successful candidate should be a member of the Centre for Genetic Improvement of Livestock, Department of Animal and Poultry Science. In addition to research, the incumbent will be expected to be actively involved in advising graduate students and to participate in the Department teaching program. The successful candidate will be expected to give seminars and workshops and participate in scientific and industry meetings. Applications with full resume and names of three persons who may be contacted for references should be submitted no later than 30 April 1992 to: Dr. O. G. Owen, Department of Animal and Poultry Science, University of Guelph, Guelph, Ontario, Canada N1G 2W1. The appointment is subject to final budgetary approval. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

ANTHROPOLOGY

THE UNIVERSITY OF AUCKLAND, NEW ZEALAND: A Senior Lectureship in Ethnology (Vacancy UAC 124). The Department of Anthropology teaches the subjects Anthropology and Linguistics. As a whole, the Department and its staff have a Pacific focus. Within anthropology, the sub-disciplines of archaeology, biological anthropology, ethnology and social anthropology are provided for by a staff of 24. Ethnology is taught jointly in the Anthropology and Music Departments by two staff members. The Anthropology Department houses the Archive of Maori and Pacific Music, which has extensive holdings of tapes and some audiovisual materials covering New Zealand, Tropical Polynesia, Melanesia and Micronesia; these holdings represent the world's largest collection from this region. The archive is supported by modern studio and field recording equipment and staff comprising a technician and a fulltime academic assistant. Applicants must have advanced qualifications plus research teaching experience in ethnology. Experience in sound archiving would be an advantage and preference may be given to a candidate with a research interest in the Pacific. Commensurate salary will be established within the range \$NZ\$2,000 - \$NZ\$5,944 per annum. Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, 100 Victoria Road, Auckland, to whom applications should be forwarded by 31 May 1992. Please quote Vacancy Number UAC 124 in all correspondence. The University of Auckland - An Equal Employment Opportunity Employer.

ART

QUEEN'S UNIVERSITY AT KINGSTON: Bader Chair in Northern Baroque Art. The Department of Art, Queen's University, invites applications for the Bader Chair in Northern Baroque Art, a tenure-track position, at an academic rank commensurate with experience and accomplishments.

The successful candidate will be expected to teach at the undergraduate and graduate level and to supervise graduate research. Candidates should hold a Ph.D. in art history and have teaching experience at the university level. He/she will have demonstrated outstanding ability in research and publication in the Northern Baroque art, with an emphasis on Dutch seventeenth-century art and a mastery of the related languages. A research agenda is included with the appointment to the Bader Chair. The position will remain open until filled. A letter of application, full curriculum vitae and three letters of reference should be sent to: Dr. David McTavish, Head, Department of Art, Room 211, Ontario Hall, Queen's University, Kingston, Ontario K7L 3N6; Fax: (513) 545-6891. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity programme and encourages applications from all qualified candidates, including women, aboriginal peoples, peoples with disabilities, and visible minorities. Queen's University is willing to help the spouse of a new appointee to seek suitable employment.

ART THERAPY

CONCORDIA UNIVERSITY, Faculty of Fine Arts, Department of Art Education and Art Therapy, seeks a full-time, tenure-track position beginning September 1, 1992 and the successful candidate will be expected to teach in the Graduate Program in Art Therapy. The appointment will be commensurate with qualifications. The candidate must have completed a Ph.D. and be required to teach at the Diploma and M.A. levels, supervise M.A. theses and assume administrative duties. Appointee should have three to five years of academic and/or professional experience in art therapy. The candidate must be registered as an A.T.R. (Professional Art Therapist) or equivalent and must have substantial clinical supervisory experience and practice. The successful candidate will be required to teach in the Graduate Program in Art Therapy (English/French is an asset). The candidate should show evidence of publication in the field of art therapy and research. An interest or experience in multicultural issues, such as the Women's Movement, is an asset. Deadline for receipt of applications is April 30, 1992. Send curriculum vitae, letters of reference, and a copy of your resume to: Dr. Dan Toews, Head, Department of Fine Arts, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec H3G 1M6. Concordia University is committed to an employment equity programme and encourages applications from women, aboriginal peoples, visible minorities and disabled persons. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

ATMOSPHERIC CHEMISTRY

YORK UNIVERSITY, Department of Chemistry. Applications are invited for the recently endowed Guy Warwick Rogers Chair in Atmospheric Chemistry, a tenure position. It is expected that applicants will be familiar with modern developments in laboratory studies of atmospheric chemical processes, instrumental analysis of the atmosphere. Internationally recognized in at least one of these areas. The University also has an area of teaching and research emphasis within the Department of Chemistry, which includes graduate programs in the area of atmospheric chemistry. The Chemistry Department offers both undergraduate and graduate degree programs in the area of atmospheric chemistry. The University also has established the Centre for Atmospheric Chemistry (CAC) to foster interdisciplinary research in this area. The Canadian Institute for Research in Atmospheric Chemistry (CIAC), which includes participants from the academic, private and government sectors, also is located on the campus. The successful candidate will be expected to contribute to the continued development of CAC and CIAC, and to provide leadership with respect to collaborative research programs. The closing date for applications is May 15, 1992. Applications will be reviewed as received. Applications consisting of a curriculum vitae, a statement of current research activities and interests, and the names and addresses of three referees should be sent to: Dr. H. N. Chou, Search Committee, Department of Chemistry, York University, 4700 Keele St., North York, Ontario, Canada M3J 1P3. In accordance with Canadian Immigration and Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. York University is implementing a policy of employment equity. Qualified women and men are invited to apply.

BIOLOGY

ST. FRANCIS XAVIER UNIVERSITY: The Department of Biology at St. Francis Xavier University invites applications for a one-year (possible renewable) Sabbatical replacement position, to begin August 1, 1992. The successful candidate will be expected to teach microbiology and at least one of the related languages, ecology, and vertebrate anatomy. Salary commensurate with experience. Deadline for receipt of applications April 30, 1992. Please send curriculum vitae and names, addresses, and telephone numbers of three referees to: Mr. Max Blouw, Acting Chair, Department of Biology, St. Francis Xavier University, Antigonish, N.S. B2G 2G0; Tel: (902) 867-2274; Fax: (902) 867-5153.

ACADEIA UNIVERSITY: The Department of Biology at Acadia University invites applications for 2 positions in our department. The first position is a one-year contractual limited term position at the level of Assistant Professor starting July 1, 1992 in the area of Genetics. This position will become a tenure track position as of July 1, 1993. The successful applicant should have a Ph.D. degree and will be expected to teach Principles of Heredity in our core program and an upper level course in Genetics. The development of a new course in Molecular Biology and Evolution of honours and graduate students is also expected. The second position is a one-year replacement position beginning September 1, 1992 and the successful candidate will be expected to teach an introductory biology course in our core program and a senior level course, preferably in the area of ecology. In accordance with Canadian Immigration policy, this advertisement is directed to Canadian citizens and permanent residents. Acadia University is an equal opportunity employer. Applicants should submit curriculum vitae and arrange for three letters of reference to be sent by May 15, 1992 to: Dr. Dan Toews, Head, Department of Biology, Acadia University, Wolfville, Nova Scotia, B0N 1X0.

TRENT UNIVERSITY: The Biology Department invites applications to a 10-month replacement position beginning August 1, 1992 to May 31, 1993 for a Plant ecologist, able to teach ecology and plant biology at the second-year level and plant ecology at an upper-year level. Experience in the techniques of field ecology (particularly plant ecology) and appropriate teaching experience is required. Preference will be given to candidates with a Ph.D. or nearing completion of a Ph.D. Particular emphasis in selecting a suitable person will be placed on teaching experience. Curriculum vitae and names of two referees should be sent to the Chair, Department of Biology, Trent University, Peterborough, Ontario, Canada K9J 7B8. Applications should be received by May 1, 1992. In accordance with Canadian immigration regulations this advertisement is directed to Canadian citizens and permanent residents. Trent University is an employment equity employer, and especially welcomes applications from women, aboriginal peoples, members of visible minorities and disabled persons.

BUSINESS

TRINITY WESTERN UNIVERSITY: Business. Subject to budgetary approval, tenure-track position at rank of Assistant Professor. The successful candidate will be expected to teach a combination of accounting, management information systems, and business law. Trinity Western University is a Christian liberal arts university, affiliated with the Evangelical Free Church of Canada. Candidates must be able to support the University's Statement of Faith and its Community Standards. The University also has a reference should be addressed to: Dr. Harold Harder, Academic Assistant, Faculty of Business and Economics, Trinity Western University, 7600 Glover Road, Langley, B.C. V2Y 6H4, (604) 688-7211. This competition will remain open until the position is filled. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens or permanent residents.

BUSINESS ADMINISTRATION & COMMERCE

UNIVERSITY OF PRINCE EDWARD ISLAND: The School of Business Administration invites applications for two positions: (1) A tenure stream or term position at the Lecturer/Assistant Professor level. A visiting appointment is also possible. Qualification for a tenure stream position is a Ph.D. completed or near completion in Management, Organizational Behaviour or Human Resources Management. (2) A visiting appointment is also possible. Qualification for a visiting position is a Ph.D. or equivalent, and a minimum of three years of teaching experience. The successful candidate will be expected to teach courses and conduct research in the field of Business Administration. The salary and rank will depend upon qualifications. This appointment, which is subject to budgetary approval, will commence on July 1, 1992. The University of Prince Edward Island is committed to the principle of employment equity. Send curriculum vitae and the names and addresses of three referees to: Dr. J. Ronald Collins, Dean, School of Business Administration, University of Prince Edward Island, Charlottetown, P.E.I. A1C 6X4.

candidate will be expected to teach courses and conduct research in the field of Business Administration. The salary and rank will depend upon qualifications. This appointment, which is subject to budgetary approval, will commence on July 1, 1992. (2) A sabbatical leave replacement position of the Assistant Professor level. A visiting appointment is also possible. While candidates with a Ph.D. are preferred, candidates with an M.B.A. will be considered. The successful candidate will be expected to teach courses and conduct research in the field of Production/Operations Management. The ability and interest to teach quantitative methods would also be an asset. Salary and rank will depend upon qualifications. This appointment, which is subject to budgetary approval, will commence on July 1, 1992. The University of Prince Edward Island is committed to the principle of employment equity. Send curriculum vitae and the names and addresses of three referees to: Dr. J. Ronald Collins, Dean, School of Business Administration, University of Prince Edward Island, Charlottetown, P.E.I. A1C 6X4.

UNIVERSITY OF NEW BRUNSWICK: The Faculty of Administration invites applications for a tenure-track position in Accounting, Finance, International Business Policy, Industrial Relations/Personnel Management, Management Information Systems, Management (Introduction to Business/Micro and Macro Economics), Behavioural Management Science and for an instructor in Business Administration. Successful candidates will be expected to teach courses and track positions in Ph.D. completed or near completion in appropriate disciplines. Rank is generally commensurate with qualifications and experience. A very strong record of demonstrated achievement will be considered for the rank of full professor. Term positions at the rank of Lecturer may be available for applicants holding an MBA degree or professional accounting designation. Persons with tenure positions elsewhere may apply for visiting appointments. Applications effective July 1, 1992 to January 1, 1993 as convenient. Successful candidates will be expected to teach courses and carry out research in their disciplines. Salary is competitive at all levels. Some positions are subject to budgetary provisions. Submit curriculum vitae and names and addresses of three referees to: Dr. Ronald G. Slaney, Dean, Faculty of Administration, University of New Brunswick, Canada, E3B 5A5. Applications from female candidates are particularly welcome. The University of New Brunswick is committed to the principle of employment equity.

CONCORDIA UNIVERSITY: Faculty of Commerce and Administration, Department of Decision Sciences, Management Information Systems. Applications are invited for tenure-track and visiting positions at all ranks. Management Information Systems and Systems and Production/Operations Management, effective June 1, 1992. For appointments as Assistant Professor, preference will be given to candidates who have studied their Ph.D. and who have a strong research orientation. Candidates for higher ranks must provide evidence of excellent teaching and research. Salaries are competitive and depend on rank, research record, and experience. Successful candidates will participate in teaching and research supervision in the following programs: Undergraduate, Graduate Diploma, MBA, EMBA, MSc, and Ph.D. The University is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons. All things being equal, women candidates shall be given priority. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Interested candidates are invited to send an application including curriculum vitae and the names of three academic referees to: Jerry Tomblin, Chair, Department of Decision Sciences and Management Information Systems, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M6.

CONCORDIA UNIVERSITY: Faculty of Commerce and Administration, Department of Decision Sciences and Management Information Systems. The Department wishes to nominate an eligible applicant with a strong research orientation in Management Information Systems and/or Production/Operations Management for an NSERC Women's Faculty Award. NSERC gives preference to nominees who are within five years since the completion of their doctoral degree. Nominees will also be offered a tenure-track position at the Assistant Professor level. The starting salary will be \$35,000. The nominee is granted an sabbatical. It is expected that she would devote most of

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CAUT members are entitled to apply for these low-cost plans:

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Province

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far time to research, undertaking only a limited amount of teaching. Concordia University is committed to the principle of Equity at all levels, and encourages applications from aboriginal peoples, visible minorities and disabled persons. Only women who are currently cited or potential recipients of Canada are eligible for the award. Interested candidates are invited to send an application including curriculum vitae and the names of three academic referees to Jerry Tomberlin, Chair, Department of Decision Sciences and Management Information Systems, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M6.

UNIVERSITY OF MANITOBA, Faculty of Management. Applications are invited in the areas of (a) accounting and (b) finance. Rank is open based on qualifications and experience. Visiting appointment is also possible. Ph.D. or D.B.A. completed or near completion is required. The undergraduate and graduate levels. Salary is competitive and will depend on qualifications, experience and research record. Appointment date is open, July 1, 1992 preferred. Application date closes when position is filled. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. The University provides a smoke free work environment, safe for specially designated areas. Priority consideration will be given to Canadian citizens and permanent residents. Applications should be sent to: Dr. Lawrence A. Gault, Head, Department of Accounting and Finance, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND, Memorial's Faculty of Business Administration is seeking applications for faculty positions in many functional areas due to significant growth in undergraduate and graduate programs. These may be tenure-track, contractual or visiting positions. Appointment is possible at all ranks. Employment dates are flexible, and salaries are competitive and depend upon qualifications and experience. Tenure-track applicants should send a doctoral degree or near completion. The faculty has initiatives in the areas of small business and management development. In accordance with Canadian Immigration requirements, this advertisement is directed in the first

instance to Canadian citizens and permanent residents. Please contact: Dr. Rick Bokim, Dean, Faculty of Business Administration, Memorial University of Newfoundland, 7093 Victoria Park, St. John's, NL A1B 3X9. Telephone: (709) 737-8551; FAX: (709) 737-7680.

CHEMISTRY

WILFRID LAURIER UNIVERSITY: The Department of Chemistry invites applications for a one-year limited term appointment at the rank of Assistant Professor. This appointment would normally commence on July 1, 1992. Applicants should have a Ph.D. and an enthusiasm for teaching. The department features small classes and strives for excellence in undergraduate education. The successful candidate will be expected to teach courses in introductory Organic Chemistry, Forensic Chemistry, and Spectroscopic Methods in Organic Chemistry. There may also be an opportunity to carry out research in conjunction with another faculty member. Applicants, including a curriculum vitae and a list of three references, should be sent before May 15 to: Dr. R.A. Heller, Interim Chair, Department of Chemistry, Wilfrid Laurier University, Waterloo, Ontario N2L 3C2. Telephone: (519) 885-9351. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Wilfrid Laurier University is committed to the principle of employment equity for women and men.

UNIVERSITY OF TORONTO: Applications are invited for a position as Research Associate in Chemical Physics at the University of Toronto. The position is in the area of metal radical clusters and surfaces. Candidates must have Ph.D. degrees and several years experience with nonlinear dynamics, optics and spectroscopy of radicals as well as first-principles calculations of electronic on rough surfaces. Preference will be given to applicants with experience both in the experimental and theoretical/computational aspects of the field, as demonstrated by publications in the field. Starting salary is \$30,000 per annum. This position is a full-time position. As far as possible, in accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and

permanent residents. A letter of application, curriculum vitae and names of three references should be sent by May 15, 1992 to: Prof. Martin Moskovits, Department of Chemistry, University of Toronto, Toronto M5S 1A1. The University of Toronto encourages both women and men to apply to this position.

UNIVERSITY OF BRITISH COLUMBIA: Research Associate Position for Solid State Chemist. An outstanding opportunity for someone who has a Ph.D. and an established background in solid state chemistry to work as a research associate in the High Temperature Superconducting group in the Physics Department at UBC. The applicant must have experience in the preparation of high quality HT samples and in particular, growth and analysis of high quality single crystals of the oxide superconductors. In addition to supporting and leading certain aspects of the materials preparation effort, the candidate would also be expected to carry out his/her own independent research program. The candidate must also have the capacity to interact effectively with the members of the HT group, most of whom are physicists and many of whom are graduate students. The University of British Columbia encourages qualified women and minority applicants in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Salary will depend on experience, with a minimum of \$35,000 per year. The appointment can be renewed annually, subject to budgetary confirmation, for an indefinite period. Applicants should send a copy of their resume along with names of three references to: Walter R. Hardy, Physics Department, University of British Columbia, 6224 Agricultural Road, Vancouver, B.C. V6T 1Z1. Current deadline for receipt of applications is: May 31st, 1992.

MCMASTER UNIVERSITY: A position is available in the Department of Radiology and Nuclear Medicine, Faculty of Health Sciences, McMaster University, starting May 1, 1992 for a Research Associate in Radiopharmaceutical Chemistry. The research task comprises design and development of synthesis of novel radiotracers for Positron Emission Tomography. In addition, the task includes the development of new labelling methods. This research work is part of a multidisciplinary programme aimed at in-vivo imaging

of human neurochemistry. Salary Range: \$28,248 - \$38,000. The successful candidate will have a Ph.D. in medical or organic chemistry, preferably with experience of at least 2 years. He/she will have a considerable facility in synthetic organic chemistry and will be familiar with modern chromatographic and spectroscopic techniques and instrumentation. Practical experience in radiochemistry of ¹⁸F and ¹¹C is essential. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Closing date for applications is April 30, 1992. Please send inquiries and applications with CV to: Dr. Gunter Finke, Dept. of Nuclear Medicine, Faculty of Health Sciences, McMaster University, 1200 Main Street West, Hamilton, Ontario, L8S 4L8.

CLASSICS

UNIVERSITY OF SASKATCHEWAN: Applications are invited for a term appointment in Classics at the assistant professor level for the academic year beginning 1 July 1992. Ph.D. preferred, not required. The successful applicant will teach undergraduate courses in Greek, Latin, Classics in Translation or courses in computer graphics and candidates with a strong interest in software in computer applications. The department wishes to build on existing strength in curve and surface modeling, but limited to design-based design. Software is defined broadly, including (but not limited to) software engineering, systems software, computer graphics, and database systems. Applications should include evidence of outstanding research accomplishments or potential. Rank and salary will be commensurate with experience. The Department of Computer Science comprises over 40 full-time faculty members engaged in research and teaching. The research activities in the Department cover a broad spectrum. The Department and its research laboratories are housed in the new \$200,000 sq. ft. William G. Davis Computer Research Centre. The Department is a key participant in ITRC: Information Technology Research Centre (a Centre of Excellence funded by the government of Saskatchewan and the University of Saskatchewan).

UNIVERSITY OF VICTORIA: Department of Computer Science. Applications are invited for a Senior Instructor position. This is an ongoing unfilled regular faculty position based on research and teaching. The successful candidate will be in the neighbourhood of \$38,000 depending on the applicant's qualifications. The position carries the full benefits of regular faculty appointments. An interest in computer science, with an emphasis on management information systems or a related field, or equivalent qualifications are required. Starting salary is negotiable, but priority will be given to applicants who will be available on or before July 1, 1992. As a condition of appointment, applicants with experience of previous potential for continuing education beyond the post-secondary level will be given priority. The Senior Instructor is not required to do research, but is expected to secure recent developments in the field and to contribute to the ongoing development of the undergraduate curriculum. In the first instance, the Senior Instructor will have primary responsibility for both the lecture and laboratory components of the following course, intended primarily for Business students: CSC 105: Computers and Information Processing - An introduction to business computing topics covered include the basic structure of digital computer systems, microcomputers, word processing, spreadsheets, database systems, communications, networks and introductory programming. In the laboratory, students will receive hands on experience with microcomputers and software packages for business applications. The University of Victoria is committed to an Employment Equity Program and the Department of Computer Science has adopted an Employment Equity Plan with the goal of achieving a more equitable faculty gender balance (currently 15% female). Women are very strongly encouraged to apply. Among equally qualified applicants, preference will be given to Canadian citizens and permanent residents. The Department offers a highly successful undergraduate Cooperative Education program. The computing facilities available for instructional and research support currently include seven SUN 3 and SUN SPARC servers, over 100 workstations, laboratories with a variety of smaller systems, as well as the University IBM 3090/VR1 system. The computing facilities across campus are

fully networked while BC-Net connects Uvic to the other universities and research centres in the Province. Internet access is also available. Applicants should send a curriculum vitae and references with copies of three references to: Dr. D.M. Miller, Chair, Department of Computer Science, University of Victoria, Box 1800, Victoria, B.C. Canada V8W 2Y8. Please provide electronic mail addresses and e-mail addresses for your contacts and your references if possible. Applications will be accepted until April 30, 1992. In accordance with Canadian Immigration Regulations, priority will be given to Canadian citizens and permanent residents. Further information is available by contacting the Chair of the Department of Computer Science. Telephone: (604) 721-7220. Fax: (604) 721-7252.

THE UNIVERSITY OF WATERLOO invites applications for faculty positions in Computer Science. The Department of Computer Science, both tenure track and define firm. The Department is looking for candidates in computer graphics and candidates with a strong interest in software in computer applications. The department wishes to build on existing strength in curve and surface modeling, but limited to design-based design. Software is defined broadly, including (but not limited to) software engineering, systems software, computer graphics, and database systems. Applications should include evidence of outstanding research accomplishments or potential. Rank and salary will be commensurate with experience. The Department of Computer Science comprises over 40 full-time faculty members engaged in research and teaching. The research activities in the Department cover a broad spectrum. The Department and its research laboratories are housed in the new \$200,000 sq. ft. William G. Davis Computer Research Centre. The Department is a key participant in ITRC: Information Technology Research Centre (a Centre of Excellence funded by the government of Saskatchewan and the University of Saskatchewan).

COMPUTER SCIENCE

UNIVERSITY OF VICTORIA: Department of Computer Science. Applications are invited for a Senior Instructor position. This is an ongoing unfilled regular faculty position based on research and teaching. The successful candidate will be in the neighbourhood of \$38,000 depending on the applicant's qualifications. The position carries the full benefits of regular faculty appointments. An interest in computer science, with an emphasis on management information systems or a related field, or equivalent qualifications are required. Starting salary is negotiable, but priority will be given to applicants who will be available on or before July 1, 1992. As a condition of appointment, applicants with experience of previous potential for continuing education beyond the post-secondary level will be given priority. The Senior Instructor is not required to do research, but is expected to secure recent developments in the field and to contribute to the ongoing development of the undergraduate curriculum. In the first instance, the Senior Instructor will have primary responsibility for both the lecture and laboratory components of the following course, intended primarily for Business students: CSC 105: Computers and Information Processing - An introduction to business computing topics covered include the basic structure of digital computer systems, microcomputers, word processing, spreadsheets, database systems, communications, networks and introductory programming. In the laboratory, students will receive hands on experience with microcomputers and software packages for business applications. The University of Victoria is committed to an Employment Equity Program and the Department of Computer Science has adopted an Employment Equity Plan with the goal of achieving a more equitable faculty gender balance (currently 15% female). Women are very strongly encouraged to apply. Among equally qualified applicants, preference will be given to Canadian citizens and permanent residents. The Department offers a highly successful undergraduate Cooperative Education program. The computing facilities available for instructional and research support currently include seven SUN 3 and SUN SPARC servers, over 100 workstations, laboratories with a variety of smaller systems, as well as the University IBM 3090/VR1 system. The computing facilities across campus are

ment is uniquely situated to offer a program oriented to both the dance and the theatre. Candidates should have the ability to teach a general introductory course and courses in at least one of the following areas: History, critical/dance studies, movement analysis, bio-physical parameters of movement, and/or computer graphics. A research program (bachelor of masters) is expected. Administrative experience would be an asset. Candidates are preferred but applicants with a masters degree will be considered. The successful candidate will be expected to participate in appropriate scholarly activity. Salary will be commensurate with qualifications and experience. Applications, including a curriculum vitae and the names of three references should be directed to Professor N. Ashby, Interim Chair, Dance Department, University of Waterloo, Waterloo, Ontario N2L 3G1, Canada. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, including members of visible minorities, native people and persons with disabilities. The effective appointment date is July 1, 1992. Applications will be accepted until April 30, 1992. In accordance with Canadian Immigration requirements, this advertisement is subject to the availability of funds.

DENTISTRY

UNIVERSITY OF ALBERTA: Oral Diagnosis. A full-time tenurable academic position at the University of Alberta, starting July 1, 1992. Duties: This junior position will involve undergraduate teaching in diagnosis and treatment planning as well as related research. Oral diagnosis is closely related with the dental patient management. Requirements: Graduate training or equivalent experience in diagnosis or related discipline (including periodontics, prosthodontics, TMJ, pain management). Rank/Salary: Competitive with education and experience. Rank is at Assistant Professor level (\$35,955 - \$55,755) or Associate Professor level (\$48,093 - \$70,331). Intra-mural private practice facilities are available. Those qualified for consideration with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Send curriculum vitae and the names of three references to: Dr. Paul Glover, Chair, Department of Stomatology, Faculty of Dentistry, University of Alberta, Edmonton, Alberta T6G 2G6. Deadline for application is May 23, 1992. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from qualified women and men, including members of visible minorities, and women.

ECONOMICS

DALHOUSIE UNIVERSITY: Applications are invited for an eight-month full-time limited term position, subject to budgetary approval, at the Assistant Professor level for the period September 1, 1992 to April 30, 1993 and September 1, 1993 to April 30, 1994. Candidates should have a Ph.D. or be close to completing their doctoral degree and should have experience in teaching undergraduate classes at the post-secondary level. Principles and Intermediate levels. The position will require teaching and supervision of the undergraduate/graduate level. A strong commitment to research and publication will be expected. Complete applications, including curriculum vitae, references, should be sent to: Chair of the Department of Economics, Dalhousie University, Halifax, Nova Scotia B3H 3J5 by April 30, 1992. The University of Dalhousie is an Equal Opportunity Employer. The University encourages applications from qualified women and men, including members of visible minorities and persons with disabilities. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents.

NIPISSING UNIVERSITY COLLEGE is seeking applications for a full-time term position in Economics, to begin July 1, 1992, with the possibility of renewal. A Ph.D. is required by September 30, 1992. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Send curriculum vitae and the names of three references to: Dr. Ted Chese, Dean of Arts and Science, Nipissing University, 100 University Ave., Nipissing, Ontario P6A 3V7.

DANCE

UNIVERSITY OF WATERLOO: The Dance Department invites applications for a 2 year term appointment as the Assistant Professor level (pending confirmation of funding) in the Faculty of Applied Health Sciences the depart-

Chair

Nova Scotia Council on Higher Education

Created by order-in-council in 1989, the Nova Scotia Council on Higher Education is an intermediary body responsible for advising the Government of Nova Scotia on all matters related to universities. The nine-member Council has recently been given executive authority and discretionary powers over funding in order to ensure a rational, effective, efficient and accessible university system for the province. Working closely with the Council of Nova Scotia University Presidents, and the thirteen individual universities, the Council's major responsibilities are for university planning, programming, and resource allocation are carried out within the context of a provincial university system. The members of the Council also serve as Nova Scotia's representatives on the Maritime Provinces Higher Education Commission and, in that capacity, take part in regional planning, including the universities of all three maritime provinces. The Council's offices are located in Halifax.

The Chair of Council reports directly to the Minister of Education and holds the rank, status and salary of a Deputy Head (Deputy Minister) in the Public Service of Nova Scotia. The successful candidate for this position will possess knowledge of, and the credentials and experience that will ensure credibility with, both the academic community and government. Strong leadership skills, combined with diplomatic, are essential attributes for the Chair of Council. Some awareness of, and sensitivity to the Nova Scotia scene would be highly desirable.

This is a challenging and high-profile position that will have great significance for the Nova Scotia university system. Please reply promptly and in confidence to the address shown at left.



Nova Scotia Council on Higher Education

155 University Avenue

Suite 206

Toronto, Ontario M5S 3H7

Fax (416) 359-1882

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THE UNIVERSITY OF AUCKLAND

New Zealand

DEPARTMENT OF MANAGEMENT STUDIES AND LABOUR RELATIONS SCHOOL OF COMMERCE AND ECONOMICS

Applications are invited for the following newly created posts:

Lectureship or Senior Lectureship in Entrepreneurship and New Venture Management (Vacancy UAC.118)

Applications are invited from candidates with interests in the above areas, for positions in a rapidly-growing, research-oriented department in New Zealand's premier Business School.

Applicants will normally have a postgraduate qualification (a doctorate in the case of the Senior Lectureship) and relevant research experience. Tenured positions, or contracts of 3 to 5 years may be negotiated.

Lectureship or Senior Lectureship in Management Studies (Vacancy UAC.117)

Applications are invited from candidates in the areas of general management, management of innovation and change, entrepreneurship, new venture management, management of quality, and management of diversity.

Applicants should have tertiary qualifications, and will preferably have completed a doctorate or be in process of completion. It is important that candidates have some practical or consultancy experience.

Applicants who also have experience or research/teaching interests in other fields in which the Department is involved will be especially welcome.

Lectureship or Senior Lectureship in Labour Relations (Vacancy UAC.116)

Applications are invited from candidates in any area of labour relations. Candidates may have a combination of research, teaching, and practical experience. The successful applicant will almost certainly have a doctoral qualification, relevant research experience and a good record of research publication. Practical experience in labour relations, on either the employers' or unions' side or in an independent capacity, will be an advantage. Applicants in labour relations, who also have experience or research/teaching interests in fields relating to other fields in which the Department is involved will be especially welcome.

Lectureship and Senior Lectureship in Management Studies Tamaki Campus (Vacancy UAC.115)

Tamaki is a new satellite campus being developed 12 km from the main University centre to cater, ultimately for 7000 students.

Applications are invited from candidates with interests in organizational behaviour, organization theory, and general management, for positions in a new academic development, which offers research and teaching work within an established research-based academic department while simultaneously being involved in a new interdisciplinary business studies programme. Applicants in the areas indicated above, who also have experience or research/teaching interests in fields relating to international management or information technology, will be especially welcome.

Commencing salary will be established within the range \$NZ37,440-\$NZ49,088 per annum (Lecturer) and \$NZ52,000 - \$60,944 per annum (Senior Lecturer).

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom applications should be forwarded by 31 May 1992.

Please quote the relevant Vacancy Number in all correspondence.

The University of Auckland
An Equal Employment Opportunity Employer

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CAUT BULLETIN ACPU

permanent residents of Canada. The University of Victoria offers equal employment opportunities to qualified male and female applicants.

HUMANITIES

VORK UNIVERSITY: Applications are invited for a full-time tenure stream appointment in Twentieth-Century Cultural Studies, effective July 1, 1992, at the assistant professor level, in the Department of Humanities, Alkinson College, York University. (The appointment is subject to budgetary approval by the university.) The candidate should have a strong academic background in twentieth-century cultural studies, and will be expected to develop and teach interdisciplinary courses on twentieth century themes, agreement

ENVIRONMENT & RESOURCE STUDIES

or all of the programmes supported by the department (Canadian Studies, Classical Studies, Economics, English, French, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, and Theology). The introductory general education programme, Atkinson College is a Faculty of York University whose mission is to provide a range of educational opportunities for adult students studying on a part-time basis, primarily through evening courses and both evening and daytime courses in the daytime. The Faculty of Education will be expected to share in the unique educational mission of the college, and experience in teaching adult students will be an essential asset in the award of a Ph.D. in a relevant field. Also required is a commitment to, and record of, scholarly and professional accomplishment. The Faculty of Education will be expected to participate in the university's Faculty of Graduate Studies. Applicants should be aware that the Faculty of Education is a large faculty with a wide range of research interests and specializations.

FRENCH

ST. THOMAS UNIVERSITY: Romance Languages Department. St. Thomas University invites applications for a one-year limited term appointment in the French section of the Romance Languages Department, commencing 01 July 1992. This is a junior level appointment with an annual salary not to exceed \$45,000. The position is subject to budgetary approval. Ph.D. preferred; AEO's will be considered. Native fluency in French. The successful candidate will

HISTORY

or all of the programmes supported by the University of Toronto (Faculty of Arts, Studies, Women Studies), and to teach in the introductory general education programme. The successful student teacher at York University whose mission is to provide a range of degree programmes for students with special needs, on the basis, primarily through evening courses and summer sessions, of the courses in the summer. The successful student teacher will be expected to share in the unique experience of the mission of the program in experience in teaching adult students would be an asset. Applicants must have a minimum of a Bachelor's degree in education is a commitment to, and record of, scholarly and professional accomplishment. The successful candidate will be expected to actively participate in the university's Faculty of Graduate Studies. Applicants should mail their resumes, references, and arrange for three confidential references to the following address: Dr. Professor Patrick Gray, Chair, Office of the Dean of Graduate Studies, Faculty of Arts, Ontario, M3J 1P3, Telephone: (416) 736-5206; Fax: (416) 736-5103. The successful applicant will be notified. The University is implementing a policy of equal opportunity.

KINESIOLOGY

SIMON FRASER UNIVERSITY: The School of Kinesiology at Simon Fraser University is seeking to appoint a tenure-track Assistant Professor in Ergonomics/Occupational Health and Safety. The successful applicant will have a Ph.D. degree; preference will be given to individuals with professional experience with business, industry, or gov-



**University of Alberta
Edmonton**

**The NSERC - Alberta
Construction Industry
Research Chair**
Department of
Civil Engineering

Applications are invited for a full-time, tenure track position with emphasis on research on topics relevant to construction in Alberta such as productivity improvement, constructability, construction in cold weather and remote locations, mega projects, movement and handling of material, environmental impacts, and site efficiency. The chair will be jointly funded by the Alberta construction industry and the Natural Sciences and Engineering Research Council (NSERC). The required endowment funding has been pledged. The NSERC chairholder is approved in principle, subject to selection of a chairholder acceptable to the industrial sponsors and NSERC. It is anticipated the position will be filled by July 1, 1992.

Applicants should have a Ph.D. with specialization in construction engineering or construction management. They should be research engineers who are at or are approaching the most productive period of their careers. They should be recognized experts in their fields and have a record of refereed publications. Candidates whose experience is primarily in industry, who may not have the publication record expected of a university or government engineer of this stature may provide other evidence of scientific and technological accomplishments. Practical construction experience will be a definite asset.

The successful applicant will be expected to: (a) lead a research team composed of a Research and Technology Transfer Engineer and graduate students, (b) contribute to the teaching program in Construction Engineering and Management at either the undergraduate or graduate level, (c) assist in other aspects of Civil Engineering education, (d) be eligible for registration in Alberta as a Professional Engineer.

The intention is to appoint at the full Professor level at a salary commensurate with qualifications. The salary would not be less than \$80,000 and could be considerably more. Following the initial five year appointment as the NSERC - Alberta Construction Industry Research Chair, the position would revert to that of a regular full Professor in the Department of Civil Engineering.

The University of Alberta, founded in 1908, is one of the largest universities in Canada. It is situated in Edmonton, a city of 600,000. On average there are 80 students in the graduating class and 110 graduate students in Civil Engineering. Currently there are three academic staff in the area of Construction Engineering and Management. The group receives excellent industry support.

Application Deadline: May 31, 1992.
Please submit applications including an abstract of your proposed five year research program, resume, employment history and names and addresses of at least three referees to:

Professor J.G. McGregor
Department of Civil Engineering
University of Alberta
Edmonton, Alberta Canada
T6G 2G7
Telephone (403) 492-5114
Fax: (403) 492-0249

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

University of Saskatchewan
992 SUMMER INSTRUCTO
POSITIONS

Applications are now being accepted for 1992 Summer Session Instructor positions in the following special education areas. A résumé and three references should be sent to the address below.

Course No.	Course Name	Ostes	Honorarium
EQ EXB 801.3	Theory of Assessment and Instruction in Exceptionality	July 6- July 25	\$3250.00
EDEX 803.3	Theory of Service Delivery in Exceptionality	July 27- Aug. 15	\$3250.00
EQ EXB 821.3	Study of Mental Retardation: Theory	July 6- July 25	\$3250.00
EQ EXB 837.3	Introduction to Teaching the Hearing Impaired	July 27- Aug. 15	\$3250.00

Requirements:
Ph.D. or equivalent preferred, recent experience in the schools, teaching experience at the university level desirable. Published articles an asset.
In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to the principle of equity in employment.
These are term positions (3-6 weeks).

Deadline May 1, 1992

For further information on specific course details contact:
Dr. David Hlarbrun, Head
Department for the Education of Exceptional Children,
College of Education,
University of Saskatchewan,
Saskatoon, SK S7N 0W0
Telephone: (306) 966-5253 or 966-5255



UNIVERSITY OF WAIKATO
Hamilton, New Zealand

**SENIOR LECTURESHIP AND
LECTURESHIP IN WOMEN'S STUDIES**
(Continuing Appointments)

The University of Waikato invites applications from candidates with a background in Social Science or Cultural Studies for the positions of Senior Lecturer and Lecturer in Women's Studies. Areas within which applications are especially welcome are: contemporary feminist theory; race and gender; feminism and postcolonialism; gender and public policy; methodology in women's studies. Applicants are expected to have a PhD and to be able to demonstrate an active publication record and research interests in the area of Women's Studies. Applicants are also expected to be able to demonstrate academic entrepreneurship and administrative experience. Successful candidates are expected to be available to take up appointment by 1 January 1993.

The current salary range for lecturers is NZ\$37,440 - NZ\$49,088 per annum; and for senior lecturers NZ\$52,000 - NZ\$67,000 per annum.

Enquiries of an academic nature may be made to Professor Anna Yeatman, Centre for Women's Studies (tel. 647) 856-2889; fax (647) 856-2158; E-mail Yeatman@weltsko.ez.nz (via Internet). Information on the method of application and conditions of appointment may be obtained from Academic Staffing, Personnel, The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel. 647) 856-2889, fax (647) 856-0135). Applications quoting reference number A9218 for the Senior Lectureship and A9219 for the Lectureship positions should reach Academic Staffing by 30 June 1992.

Places for appointees' children may be available in the creche run by the Campus Creche Society (Inc.). The University welcomes applications from suitable people regardless of race, creed, marital status or disability.

The University of Manitoba
PROFESSOR OF DEMOGRAPHY
UNIVERSITY OF BOTSWANA

The University of Botswana in co-operation with The University of Manitoba (UB-UM Bilateral project) are inviting applications from suitably qualified Canadian citizens and landed immigrants for the senior academic position of **Professor of Demography at the University of Botswana**. Commencing January 1, 1993, the appointment will be for an initial period of two years and may be renewed. Salary will be equivalent to that of a Full Professor in Canada. Travel to and from Botswana, housing assistance, subsidized medical insurance, and other allowances and benefits are provided.

The successful applicant will be prepared to teach courses in the Department's undergraduate programme at Certificate, Diploma and Bachelor's levels, and will be expected to provide administrative, academic, and research leadership within the Department, and to take primary responsibility in the planning and launching of a proposed Masters programme in the Department.

Applicants will have a completed Ph.D. in Demography, at least ten years of University level teaching and administrative experience, and currently hold a position as full Professor or senior Associate Professor at a University or comparable institution. A strong research and publications record including books and/or articles in internationally refereed journals is required.

Applications are encouraged from qualified women and men, including members of visible minorities, aboriginal people, and persons with disabilities.

Applications, including a current curriculum vitae and the names of three referees, should be forwarded, not later than June 1, 1992, to:

DR. RICHARD A. LOBDELL, OFFICE OF RESEARCH ADMINISTRATION, UNIVERSITY OF MANITOBA, WINNIPEG, MANITOBA, R3T 2N2; (204) 474-8418.

CAUT BULLETIN ACPU

APRIL / AVRIL 1992 - 25

FINLAY TRAVEL



GREAT LOW FARES CONTINUE! THIS IS OPPORTUNITY YEAR!

Spring and Summer looking good for travellers seeking low airfares. Some periods are sold out, but airlines still nervous about the economy and are keeping fares as low as possible. This is good news for those travelling this year, at least at this time. How long will this last? As long as carriers are willing to accept poor returns for investment. Unlikely to go on much longer.

Europe doing well, bookings heavy. Domestic and Transborder seat sales still prevail, good bargains around for early BOOKERS.

NORTH PACIFIC—lots of interest in this area—business and vacation. **SOUTH PACIFIC**—coming out of the doldrums and good demand. Many interested in Circle Pacific, a bit of the North combined with Australia

and New Zealand. Extremely popular.

Air Canada and Canadian Airlines International continue to spar, but probably closer to an understanding than we think.

Support from Atlantic Canada and the West continue to amaze and delight our consultants. Keep the fares and phone calls coming. We appreciate your support. An occasional backlog but these are generally cleared in a day or two. We know you are there and waiting and we will be back to you by phone or fax. FAX: (416) 366-1005.

We look forward to hearing from you.

Best wishes to all!

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Vancouver		\$1145.00	— \$1505.00
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From: Montreal		\$ 815.00	— \$1145.00
Toronto		\$ 845.00	— \$1175.00
Vancouver		\$1145.00	— \$1505.00
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From: Montreal		\$ 905.00	— \$1205.00
Toronto		\$ 955.00	— \$1255.00
Vancouver		\$1235.00	— \$1565.00
To: ZURICH			
From: Montreal		\$ 975.00	— \$1275.00
Toronto		\$1005.00	— \$1305.00
Vancouver		\$1405.00	— \$1735.00
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From: Halifax/Montreal/Ottawa		\$1378.00	— \$1543.00
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Calgary		\$1816.00	— \$1996.00
Vancouver		\$1841.00	— \$2021.00
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From: Montreal		\$1045.00	— \$1345.00
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Vancouver		\$1375.00	— \$1705.00
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|------------------------------|--|
| Advance booking: | — at least 21 days in advance, earlier to avoid disappointment. |
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| | — final payment, and ticketing, at least 21 days prior to departure. |
| Minimum stay: | — 7 days. |
| Maximum stay: | — 1 year. |
| Cancellation/Change penalty: | — \$200.00 per person. |
| Cancellation insurance: | — \$19.00 - \$24.00 per person (medical reasons only). |

ALL FARES ARE SUBJECT TO CHANGE WITHOUT NOTICE, AND MAY BE WITHDRAWN AT ANY TIME.
*Not included in the above quoted fares, \$40.00 Canadian Transportation Tax.
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E & O.E. 03/92

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E & O.E. 03/92

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Halifax/Moncton/Fredericton	From:	\$1812.00	
Charlottetown	From:	\$1841.00	
St. John's	From:	\$1967.00	
To: AUCKLAND			
From: Vancouver	From:	\$1298.00	
Calgary/Edmonton	From:	\$1424.00	
Regina/Saskatoon/Winnipeg	From:	\$1520.00	
Toronto	From:	\$1637.00	
Ottawa/Montreal	From:	\$1656.00	
Halifax/Moncton/Fredericton	From:	\$1705.00	
Charlottetown	From:	\$1734.00	
St. John's	From:	\$1860.00	
To: SYDNEY/MELBOURNE/CAIRNS/BRISBANE/AUCKLAND via Hong Kong			
From: Vancouver	From:	\$1563.00	
Calgary/Edmonton	From:	\$1733.00	
Regina/Saskatoon	From:	\$1795.00	
Winnipeg	From:	\$1855.00	
Toronto	From:	\$1888.00	
Montreal/Ottawa	From:	\$1977.00	
Halifax	From:	\$2199.00	

- BASED ON LOW SEASON AIRFARES
- BOOKING CONDITIONS & RESTRICTIONS APPLY
- AIRFARES SUBJECT TO CHANGE AND MAY BE WITHDRAWN AT ANY TIME
- Not included: Canadian Transportation Tax \$40.00

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FROM VANCOUVER:

To: Taipei/Hong Kong	From:	\$1170.00
Bangkok	From:	\$1189.00
Tokyo	From:	\$ 925.00
Seoul	From:	\$1238.00
Singapore/Manila/Kuala Lumpur	From:	\$1379.00
Jakarta/Bali	From:	\$1429.00

ADD-ON FROM OTHER CITIES IN CANADA

Calgary/Edmonton	\$147.00 return
Regina/Saskatoon/Winnipeg/Thunder Bay/Toronto	\$159.00 return
Ottawa/Montreal	\$199.00 return
Halifax/St. John's	\$379.00 return

- BOOKING CONDITIONS & RESTRICTIONS APPLY
- AIRFARES ARE SUBJECT TO CHANGE AND MAY BE WITHDRAWN AT ANY TIME
- Not included: Canadian Transportation Tax \$40.00

Slightly lower fares are available for passengers from the Toronto/Montreal and Vancouver area. Routings are restrictive and for some itineraries an overnight at the Asian gateway may be required.

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Calgary	— Ottawa	from \$339.00	Toronto	— Edmonton	from \$319.00
Edmonton	— Winnipeg	from \$248.00	Ottawa	— Vancouver	from \$349.00
Regina	— Toronto	from \$290.00	Montreal	— Victoria	from \$319.00
Saskatoon	— Montreal	from \$341.00	Halifax	— Edmonton	from \$591.00
Winnipeg	— Halifax	from \$437.00	St. John's	— Toronto	from \$358.00

BASED ON SPRING AND SUMMER AIR FARES

BOOKING CONDITIONS & RESTRICTIONS APPLY
Airfares subject to change and may be withdrawn at any time.
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